Enrollments and Programs in Noncollegiate Postsecondary Schools

1978

Occupational Education

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Foreword

For the past decade, the National Center for Education Statistics (NCES) has sought to provide precise information on the number of persons being trained for careers in various vocational fields. Support for better occupational information and more widespread use of it was seen when, in 1976, Congress voted to establish the National Occupational Information Coordinating Committee to develop an occupational information system to include data on supply and demand.

This report contributes to a clearer picture of the supply of trained workers by providing data on the number of students preparing for various career fields in noncollegiate postsecondary schools. While the main emphasis is on the presentation of 1978 data, comparisons are made with information from prior years, whenever possible. Information for this report was collected from a sample of schools in conjunction with the development of the *Directory of Postsecondary Schools With Occupational Programs.*

As in the case of any survey, a special note of thanks must be expressed to the respondents from the various schools. Since many perform a variety of duties in small schools, their contribution in responding generally meant performing another task in an otherwise busy day. Coordinators in the various States should also be thanked for providing information on changes in the universe of schools within their State, helping with the mailout of forms and followup activities, and serving as a link between this project and their State.

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How to Obtain More Information

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Information about the Center's statistical program and a catalog of NCES publications may be obtained from the Statistical Information Office, National Center for Education Statistics, 400 Maryland Ave. SW., Washington, D.C. 20202, telephone (202) 472-6237.

Inquiries for survey forms and for related computer products, including computer tapes, online access to data, printouts, and microfiche, should be directed to Data Systems Branch, National Center for Education Statistics, 400 Maryland Ave. SW., Washington, D.C. 20202, telephone (202) 245-8760.

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Highlights

•Nearly 1.8 million men and women were enrolled in postsecondary noncollegiate programs leading to an occupational objective in 1978. About 15 percent were taking these programs through 82 correspondence schools.

•Public schools made up 11 percent of the 7,625 noncorrespondence schools, enrolled 26 percent of the students, and offered 32 percent of the programs.

•Between 1974 and 1978, total enrollments increased 11.5 percent compared with a 12.5 percent decrease in the number of schools.

•Women comprised more than half of the students. They were more likely than men to attend private schools—73 percent of the women compared with 67 percent of the men.

•Men predominated in technical, agribusiness, and trades/industry programs, but the proportion of women in these fields increased in the past 4 years.

•Nearly two-thirds of the women in private schools completed their programs compared with one-half in public schools. Men had lower rates of completion—60 percent in private schools and 42 percent in public schools.

•The average charge for all programs in private schools was nearly five times that in public schools: $1,616 and $345, respectively.

•The average length of programs ranged from 922 hours in private schools to 1,182 hours in public schools.

•About 93,000 men and women were employed in noncorrespondence schools and 2,250 were in correspondence schools. Two-thirds of the noncorrespondence schools staff were instructors compared with one-third in correspondence schools. Women made up more than half of the total staff.

Introduction

In any one year, millions of men and women attend school to obtain training for an occupation. About 5 million young people attend secondary schools to acquire a skill for their first job. Many of the 11 million enrolled in colleges and universities are working directly toward professional training or have an immediate job objective related to their study. A third group attend noncollegiate postsecondary schools to acquire a skill or to update their training. This publication describes this latter group.

In 1978, nearly 1.8 million men and women were enrolled in postsecondary noncollegiate vocational programs leading to an occupational objective. The majority (85 percent) of these students were in noncorrespondence schools—the rest were in correspondence schools. Of the total number of students, 26 percent were taking programs in public schools. The following tabulation summarizes the number and percent distribution of schools and enrollments:

Control of school	Schools		Enrollments	
	Number	Percent	Number (000s)	Percent
Total	7,707	100.0	1,760.8	100.0
Noncorrespondence	7,625	98.9	1,495.2	84.9
Public	812	10.5	451.8	25.7
Private	6,813	88.4	1,043.4	59.3
Correspondence (private)	82	1.1	265.6	15.1

NOTE.--Details may not add to totals because of rounding.

The next section describes noncorrespondence public and private schools and their enrollments, programs, completers/leavers, and staff. The last section describes those topics for correspondence schools.

Noncorrespondence Schools

Characteristics

Type and Control. In 1978, over 7,600 public and private noncollegiate schools offered residential instructional programs leading to occupational objectives at the postsecondary level. Table 1 shows the number of schools by type and control. Nearly 11 percent of the schools were public; that is, operated or administered by State and/or local education agencies. While relatively few in number (812), public schools were large in terms of number of programs offered and number of students served.

Schools in the private sector were more numerous, making up 89 percent of the total number of vocational schools. The majority (5,800) were private proprietary (operated for profit) and the rest (1,000) were private nonprofit. Over three-fourths of the proprietary schools conducted programs in such specialized fields as cosmetology/barber, business/office, and flight. In contrast, three-fourths of the nonprofit schools were hospitals. The following tabulation compares the percent distribution of public and private schools by type of school:

Type of school	Percent distribution		
	Public	Private	
		Proprietary	Nonprofit
Total	100.0	100.0	100.0
Vocational/technical	62.1	1.3	2.6
Technical institute	.9	1.4	1.0
Business/office	.5	20.7	4.4
Cosmetology/barber	0	37.2	.1
Flight	.6	18.1	.4
Trade	1.7	10.6	8.6
Arts/design	0	3.9	2.6
Hospital	18.1	.3	75.3
Allied health	14.0	3.4	4.6
Other	2.1	3.2	.5

NOTE.--Details may not add to totals because of rounding.
SOURCE: Appendix table A-1.

Table 1.--Schools, by type and control: 1978

Type of school	Total	Public	Private		
			Total	Proprietary	Nonprofit
Total	7,625	812	6,813	5,814	999
Vocational/technical	606	504	102	76	26
Technical institute	99	7	92	83	9
Business/office	1,249	4	1,245	1,201	44
Cosmetology/barber	2,163	0	2,163	2,162	1
Flight	1,064	5	1,059	1,055	4
Trade	716	14	702	616	86
Arts/design	246	0	246	220	26
Hospital	917	147	770	18	752
Allied health	355	114	241	195	46
Other	210	17	193	188	5

SOURCE: Appendix table A-1.

Trend in number of schools. Between 1974 and 1978, the number of noncollegiate vocational schools dropped 12.5 percent from 8,716 to 7,625. Most of this decline occurred in the 1976-78 period when the number fell by 10.3 percent. Schools in the public sector fell 9 percent whereas schools in the private sector dropped 13 percent in the 4-year period.

While most types of schools showed declines in numbers, no comparison can be made of vocational/technical schools and technical institutes because of a change in definition for these two types of schools.[1] Schools that offered arts/design programs and allied health programs were deleted from vocational/technical schools and technical institutes and categorized in their respective school types: arts/design and allied health. Together, these two new types comprise nearly 600 schools and their deletion from vocational/technical schools and technical institutes makes any attempt to develop trend analysis difficult. In the 2-year period, 1976-78, the number of vocational/technical schools (excluding arts/design and allied health schools) rose from 592 to 606 schools, or over a 2-percent increase; technical institutes dropped from 211 to 99 schools, or over a 50-percent decrease. (See appendix table A-1.)

The largest numerical decreases were in private hospital schools[2] and flight schools, each with a 28-percent drop. At the other end of the scale, some types of schools were more stable with very small numerical changes. Private business/office schools showed a small increase (0.3 percent) and trade schools rose by 3.5 percent. The following tabulation compares the percent change in number of schools by type of school and by control between 1974 and 1978:

Type of school	Percent change 1974-78		
	Total	Public	Private
Total	-12.5	-9.0	-12.9
Vocational/technical[1]	-48.1	-13.0	-82.7
Technical institute[1]	-54.0	-86.5	-43.6
Business/office	.6	300.0	.3
Cosmetology/barber	-10.1	-100.0	-9.9
Flight	-28.3	-16.7	-28.3
Trade	1.1	-53.3	3.5
Arts/design[1]	—	—	—
Hospital	-26.5	-13.5	-28.5
Allied health[1]	—	—	—

[1] Change in definition. See appendix B, Technical Notes.

SOURCE: Appendix table A-1.

Organization of private schools. More than three-fourths of the private vocational schools operated as independent schools without any affiliation with other schools or businesses. Sixteen percent of the private schools were chain schools,[3] of which one of every four schools served as a home office. Cosmetology/barber and allied health schools were the most likely to be organized as chain schools. Approximately, 7 percent of the schools were operated as branches of another organization whose primary business was not related to education or training. Examples of such organizations are book publishers or welding equipment manufacturers. These schools enrolled nearly one-fourth of the private school students. The following tabulation compares the percent distribution of private vocational schools and students by type of organization:

Type of organization	Schools	Enrollments
Total	100.0	100.0
Independent	76.3	56.7
Chain	16.0	17.7
Branch of another business	6.7	25.3
Other (unidentified)	1.0	.3

SOURCE: Directory universe tapes.

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[1] See appendix B for definitions of type of school.

[2] The number of hospital schools of nursing has fallen steadily during the past 10 years and will probably continue to drop because of the increasing emphasis on *academic* training of nurses rather than *service* training as conducted in hospitals. As a result, more nursing programs are offered by junior/community colleges and colleges/universities where students can get their associate or bachelor's degree in this field.

[3] Chain schools are usually made up of two or more separate facilities with one of the schools acting as the administrative head, or home office.

Size of schools. Size of schools, as measured by total number of students enrolled during the year, shows a considerable variation, depending upon whether the school was public or private and what type and number of programs it offered. Nearly one-third of the public schools had enrollments of 500 students or more compared with only 6 percent of the private schools in the same size category. The following tabulation summarizes the percent distribution of public and private schools by size of enrollments:

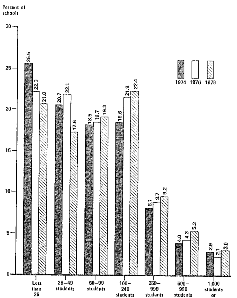
Size of school	Public	Private
Total	100.9	100.0
Less than 100 students	37.9	60.2
100 – 499 students	29.9	31.8
500 students and over	31.7	5.5
Not reported	.4	2.5

NOTE.–Details may not add to totals because of rounding.
SOURCE: Appendix table A-2.

Public schools were larger than private schools primarily because they offered a wide variety of programs, whereas private schools specialized in a single program. For example, nearly half of the public vocational/technical schools had enrollments of 500 students or more. (See appendix table A-3.) In contrast, 81 percent of the cosmetology/barber schools and 76 percent of the flight schools in the private sector had fewer than 100 students. Business/office schools, with their closely related program offerings, were generally larger with 51 percent in the 100-499 enrollment range.

Since 1974, the percent distribution by size of public and private schools, combined, showed relatively little change. Some shifting occurred at schools with smaller enrollments. (See figure 1 and appendix table A-4.) For example, the proportion of schools with fewer than 25 students dropped from 28 percent in 1974 to 21 percent in 1978, and for schools with 25 to 49 students, the proportion dropped from 21 percent to 18 percent. There was a gradual shifting upward for all size groups 50 students and over.

Figure 1.--Comparison of schools, by size: 1974, 1976, and 1978



SOURCE: Appendix table A-2.

This concentration of enrollments toward larger schools is undoubtedly related to the gradual decrease in the total number of schools over this period.

Enrollments

Type and control of school. Nearly 1.5 million students were enrolled in public and private noncorrespondence postsecondary schools in 1978. Of this number, 30 percent were enrolled in public schools, 82 percent in private proprietary schools, and 8 percent in private nonprofit schools. In the public sector, 90 percent of the students were in vocational/technical schools. In contrast, 42 percent of the private school students enrolled in business/office schools. This group of students was numerically larger than that in public vocational/technical schools, 439,200 and 405,200, respectively. (See table 2.)

Trend in number of students. Between 1974 and 1978, enrollments increased 11.5 percent, compared with a 12.6-percent decrease in the number of schools. Most of this increase occurred during the 1976-78 period when the number of students rose 7 percent. Private school enrollments increased nearly 18 percent from 887,400 students in 1974 to 1,043,400 students in 1978. In contrast, public school enrollments decreased only 0.4

Table 2.--Enrollments, by type of school and control: 1978

(Numbers in thousands)

Type of school	Total	Public	Private		
			Total	Proprietary	Nonprofit
Total:					
Number	1,495.2	451.8	1,043.4	927.8	115.6
Percent	100.0	30.2	69.8	62.1	7.7
Vocational/technical	478.4	405.2	73.2	66.0	7.2
Technical institute	34.5	11.0	23.5	21.3	2.2
Business/office	440.5	1.3	439.2	423.1	16.1
Cosmetology/barber	132.4	–	132.4	132.4	–
Flight	63.3	.4	62.9	62.6	.3
Trade	159.1	4.0	155.1	116.1	39.0
Arts/design	36.8	–	38.8	32.4	4.4
Hospital	48.2	5.4	42.8	1.6	41.2
Allied health	55.6	9.1	46.5	42.6	3.9
Other	46.4	15.4	31.0	29.7	1.3

SOURCE: Appendix table A-5.

percent from 453,700 in 1974 to 451,800 in 1978. The following tabulation compares the percent change in number of enrollments, by type and control of school between 1974 and 1978:

Type of school	Percent change 1974-78		
	Total	Public	Private
Total	11.5	-.4	17.6
Vocational/technical[1]	1.3	12.7	-35.0
Technical institute[1]	-59.3	-69.0	-52.3
Business/office	37.5	116.7	37.4
Cosmetology/barber	16.3	–	16.5
Flight	-16.4	-50.0	-16.1
Trade	5.5	-83.6	22.8
Arts/design[1]	–	–	–
Hospital	-32.5	-37.9	-31.7
Allied health[1]	–	–	–
Other	-10.9	-35.6	9.9

[1] Change in definition. See appendix B, Technical Notes.

SOURCE: Appendix table A-5.

Enrollments increased in two types of public schools: vocational/technical schools (13 percent) and business/office schools (117 percent). The remaining types of schools in the public sector showed substantial declines in the number of students.

In the private sector, the largest increase occurred in business/office schools (37 percent). Trade schools increased 23 percent and cosmetology/barber schools, 17 percent. The remaining types of schools showed decreases that may be partially explained by the separate classification for arts/design and allied health schools. The 32-percent drop in hospital school enrollments (from 62,700 to 42,800) was the result of the changing pattern of nursing programs. (See footnote 2.) The number of student nurses is expected to continue to decrease as hospitals phase out their nursing programs. However, programs such as radiologic technology, probably will continue to be offered by hospitals.

Average number of students per school. The average school enrolled nearly 200 students in 1978. Public schools enrolled an average of 556 students, more than three and a half times as many as the average private school with 153 students. In the private sector, business/office schools had higher average enrollments of 353 students. Hospital, flight, and cosmetology/barber schools enrolled the smallest number on the average—56, 59, and 61 students, respectively. (See appendix table A-6.)

As stated earlier, the number of schools declined in the 4-year period, 1974-78, while the number of students increased. As a result, the average school enrolled a larger number of students in 1978 than it did in 1974. For all schools combined, the average number of students per school rose from 154 in 1974 to 196 in 1978, a 27-percent increase. Public school averages increased 9 percent from 509 to 556 students, and private school averages rose 35 percent from 113 to 153 students. The most impressive increase occurred in private business/office schools. Although the number of schools increased only slightly between 1974 and 1978, the average number of students rose by 37 percent from 258 to 353 in the 4-year period. The following tabulation compares the average number of students per school, by control, for 1974, 1976, and 1978:

Control	1974	1976	1978	Percent change 1974-78
Total	153.9	164.6	196.1	27.4
Public	508.6	473.1	556.4	9.4
Private	113.4	123.9	153.1	35.0

SOURCE: Appendix table A-6.

Sex distribution of students. Of the 1.5 million students in noncollegiate postsecondary schools in 1978, nearly 717,500 (48 percent) were men and 777,500 (52 percent) were women. In the 1974-78 period, the number of men students increased 5 percent, while the number of women students rose 18 percent. Variations in male/female participation become more apparent when analyzed by such factors as control of school, type of school, full-time/part-time status, and training programs. Increases and decreases in the 4-year period should be considered only as changes rather than trends.

By control of school. Of the total number of students enrolled in postsecondary schools in 1978, women in private schools made up 38 percent and men in private schools 32 percent. The percent distribution of men and woman in public and private schools is as follows:

Control	Total	Men	Women
Total . .	100.0	48.0	52.0
Public . . .	30.2	16.0	14.2
Private . . .	69.8	32.0	37.8

SOURCE: Appendix table A-7.

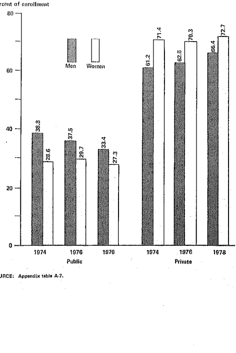
In all 3 years for which data are available, more men than women attended public schools. However, the proportion of men in public schools showed a steady decline since 1974. In contrast, more women than men attended private schools in each of the 3 years and their proportion remained relatively stable during this period. The percent distribution of men and women by control of school is shown in the following tabulation:

Control	Total	Men	Women
Total, 1974 . .	100.0	51.0	49.0
Public	100.0	58.5	41.5
Private	100.0	47.1	52.9
Total, 1978 . .	100.0	48.8	51.2
Public	100.0	54.7	45.3
Private	100.0	45.8	54.2
Total, 1978 . .	100.0	48.0	52.0
Public	100.0	53.1	46.9
Private	100.0	45.8	54.2

SOURCE: Appendix table A-7.

Nearly 70 percent of the students were enrolled in private schools in 1978—67 percent men and 73 percent women. The rate of participation of men in private schools steadily increased from

Figure 2.--Enrollments of men and women students, by control of school: 1974, 1976, and 1978



SOURCE: Appendix table A-7.

61 percent in 1974 to 67 percent in 1978. (See figure 2.) Women maintained about the same rate in 1974 (72 percent) and 1978 (73 percent), with a small dip in 1976 (70 percent).

Most of the increase in student enrollments occurred in the private sector. The number of men increased 14.2 percent from 418,400 to 477,900 in the 1974-78 period and the number of women increased 20.6 percent from 469,000 to 565,500 in the same period. In contrast, the number of men in public schools decreased 9.7 percent from 265,500 to 239,800 in the 1974-78 period and the number of women increased 12.6 percent from 188,200 to 212,000. The following tabulation shows the percent changes for men and women in public and private schools in the 4-year period:

Control	Man			Women		
	1974-76	1976-78	1974-78	1974-76	1976-78	1974-78
Total	-0.2	5.1	4.9	9.0	8.5	18.3
Public	-3.5	-6.4	-9.7	12.8	-0.1	12.6
Private	2.0	12.0	14.2	7.6	12.2	20.6

SOURCE: Appendix table A-7.

By type of school. The majority of men and women were concentrated in vocational/technical schools in the public sector (93 percent and 86 percent, respectively) since these schools offered a wide variety of programs. In the private sector, enrollments of men and women were somewhat more spread out among the various types of schools. Large proportions of men and women attended private business/office schools but enrollments in other types of schools tended to be stereotyped by sex according to the specialty of the school. Of the women in the private sector, 47 percent were in business/office schools, 20 percent in cosmetology/barber schools, and 14 percent in schools offering health programs (hospitals and allied health schools, combined). In contrast, of the men in private schools, 37 percent were in business/office schools, 26 percent in trade schools, and 12 percent in flight schools. The following tabulation shows the percent distribution of men and women by control and type of school:

Type of school	Public		Private	
	Men	Women	Men	Women
Total	100.0	100.0	100.0	100.0
Vocational/technical	92.7	86.3	9.7	4.8
Technical institute	4.1	0.5	4.4	.4
Business/office	.2	.2	36.8	46.5
Cosmetology/barber	—	—	4.2	19.9
Flight	.1	(1)	12.1	.9
Trade	1.4	.3	25.6	5.8
Arts/design	0	0	3.4	3.6
Hospital	.4	2.1	.7	7.0
Allied health	.3	3.9	1.6	6.8
Other	.8	6.4	1.5	4.2

[1] Less than .05 percent.

NOTE.--Details may not add to totals because of rounding.

SOURCE: Appendix table A-7.

By full-time/part-time status. Sixty-nine percent of the students attended school full time. A larger proportion of women than men were full time—74 percent compared with 64 percent, respectively. Students in private schools (72 percent) were more likely to be full time than those in public schools (64 percent).

Of the full-time students, 56 percent were women. Women tended to be full time in private schools (60 percent) and men were more apt to be full time in public schools (56 percent). In contrast, men made up a higher proportion than women of all part-time students, possibly because many men also held jobs while attending school.[4] The following tabulation compares the full-time/part-time status of men and women students in public and private schools:

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[4] In 1977, 59 percent of the men students worked at a job for pay while attending a vocational school. *Characteristics of Students in Noncollegiate Postsecondary Schools,* 1977. NCES unpublished data.

Attendance status	Total			Public			Private		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Full time	69.3	64.0	74.2	64.2	67.2	60.8	71.5	62.4	79.3
Part time	30.7	36.0	25.8	35.8	32.8	39.2	28.5	37.6	20.7
Total	100.0	48.0	52.0	100.0	53.1	46.9	100.0	45.8	54.2
Full time	100.0	44.3	55.7	100.0	55.6	44.4	100.0	40.0	60.0
Part time	100.0	56.3	43.7	100.0	48.6	51.4	100.0	60.5	39.5

SOURCE: Appendix table A-8.

Program enrollments. A review of the type of vocational programs studied by students, rather than the type of schools they attend, is more indicative of potential manpower supply. In 1978, 38 percent of the students enrolled in noncollegiate schools were studying one of the trades. Business/office programs accounted for 23 percent of total enrollment and marketing/distribution programs accounted for 15 percent. (See appendix table A-9.)

Three-fourths of the men students in public schools were taking programs in the trades/industry group. Women in public schools were more likely to take business/office programs (40 percent) or health programs (30 percent). Enrollments in private schools were more spread out among the major program areas. Only 40 percent of the men in private schools were enrolled in trades/industry programs and around 20 percent each were in technical and marketing/distribution programs. The majority of the women were taking programs in trades/industry (30 percent), business/office (29 percent), and marketing/distribution (21 percent). The following tabulation shows the percent distribution of men and women enrolled in programs offered by public and private schools:

Major program	Public		Private	
	Men	Women	Men	Women
Total	100.0	100.0	100.0	100.0
Agribusiness	1.5	.8	.3	.2
Marketing/distribution	3.0	4.9	20.0	21.0
Health	4.3	30.1	3.1	17.3
Home economics	.9	3.0	.2	.1
Business/office	7.3	40.2	16.2	28.5
Technical	10.2	2.0	20.5	2.9
Trades/industry	72.8	19.0	39.7	30.0

SOURCE: Appendix table A-9.

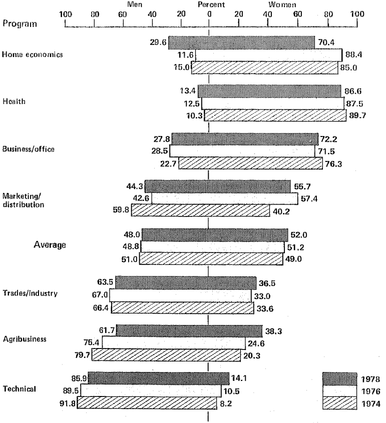
One of the reasons for the high enrollment in trades/industry is the large number of occupational programs classified in this group—over 37 percent of all programs offered. For purposes of manpower analysis, it is necessary to look at individual programs rather than the seven major groups. Appendix table A-10 shows the number of students in each individual program. Despite the large variety of programs offered, 54 percent of the students were enrolled in only 10 programs, as follows:

Cosmetology	118,998
Real estate	112,139
Secretary	95,642
Nursing (all types)	92,248
Commercial pilot	54,846
Auto mechanics (all types).	51,327
Welding and cutting	29,821
General office	28,626
Truck driving	27,828
Construction trades	24,999

SOURCE: Appendix table A-11.

Between 1974 and 1978, both men and women made inroads into each other's "traditional" occupational training fields. Men predominated in technical, agribusiness, and trades/industry programs during this period. But, in each successive year, their proportion steadily declined. For example, men in technical programs decreased from 92 percent in 1974, to 89 percent in 1976, and to 86 percent in 1978. (See figure 3.)

Figure 3.--Enrollments of men and women students, by program: 1974, 1976, and 1978



SOURCE: Appendix table A-9.

Women predominated in home economics, health, business/office, and marketing/distribution in the 1974-78 period. While a larger proportion of men were in three of these programs, (marketing/distribution was the exception), their progress was not as steady as that of women in male-dominated fields. An implication of these trends may be that barriers to entering a sex-dominated program are gradually lessening for both men and women.

Programs[5]

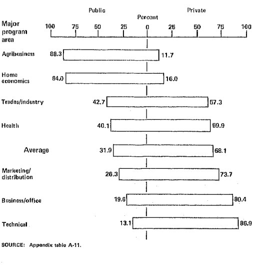
Number of programs. A cumulative total of nearly 21,500 programs was offered by public and private postsecondary schools in 1978. This number counts each program for as many times as it is offered by each school. Public schools, which made up nearly 11 percent of the schools and enrolled 30 percent of the students, accounted for 32 percent of program offerings. The following tabulation compares the number of schools, enrollments, and programs for 1978:

Control	Schools		Enrollments		Programs	
	Number	Percent	Number (000s)	Percent	Number	Percent
Total	7,625	100.0	1,495.2	100.0	21,435	100.0
Public	812	10.6	451.8	30.2	6,835	31.9
Private	6,813	89.4	1,043.4	69.8	14,600	68.1

SOURCES: Appendix tables A-1, A-5, and A-10.

By control of school. Nearly a third of the programs were offered by public schools. Of the seven major program areas, more than 88 percent of the agribusiness programs and 84 percent of the home economics programs were given by public schools. Private schools, on the other hand, offered the majority of programs in the other areas. For example, they offered 87 percent of the technical programs, 80 percent of the business/office programs, and 74 percent of the marketing/distribution programs. Figure 4 shows the percent distribution of major program areas, by control.

Figure 4.--Program offerings, by control of school: 1978



SOURCE: Appendix table A-11.

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[5] The programs discussed in this publication refer to those vocational programs identified in the *Standard Terminology for Curriculum and Instruction in Local and State Schools Systems,* Handbook VI. References to major programs areas include the following seven vocational programs: agribusiness, marketing/distribution, health, home economics, business/office, technical, and trades/industry.

By type of school. Of the nearly 7,000 programs offered by public schools, 95 percent were offered by vocational/technical schools. Programs offered by private schools were more likely to be spread among the various types of schools. Business/office schools offered 34 percent of the programs in the private sector. Cosmetology/barber schools had 20 percent of the programs and flight schools, 16 percent. The following tabulation shows the percent distribution of programs offered among the types of schools:

Type of school	Total		Public		Private	
	Number	Percent	Number	Percent	Number	Percent
Total	21,435	100.0	6,835	100.0	14,600	100.0
Vocational/technical	7,066	33.0	6,504	95.1	562	3.8
Technical institute	233	1.1	30	.4	203	1.4
Business/office	4,966	23.2	–	–	4,966	34.0
Cosmetology/barber	2,941	13.7	–	–	2,941	20.1
Flight	2,298	10.7	–	–	2,298	15.8
Trade	1,468	6.8	21	.3	1,447	10.0
Arts/design	526	2.4	–	–	526	3.6
Hospital	1,028	4.8	149	2.2	879	6.0
Allied health	658	3.1	131	2.0	527	3.6
Other	251	1.2	–	–	251	1.7

NOTE.--Details may not add to totals because of rounding.
SOURCE: Appendix table A-10.

By major program area. Of the total number of programs offered, 40 percent were in the trades/industry group, 26 percent in business/office, and 14 percent in technical. The majority (85 percent) of the programs offered by public schools were clustered in three fields: trades/industry, business/office, and health fields. Similarly, the majority (83 percent) of the programs offered by private schools were in three fields: trades/industry, business/office, and technical. The following tabulation shows the number of programs offered by public and private schools and the percent distribution by program:

Major program area	Total		Public		Private	
	Number	Percent	Number	Percent	Number	Percent
Total	21,435	100.0	6,835	100.0	14,600	100.0
Agribusiness	179	.8	158	2.3	21	.1
Marketing/distribution	1,172	5.5	308	4.5	864	5.9
Health	2,615	12.2	1,048	15.3	1,567	10.7
Home economics	150	.7	126	1.8	24	.2
Business/office	5,581	26.1	1,095	16.0	4,496	30.8
Technical	3,075	14.3	402	5.9	2,673	18.3
Trades/industry	8,653	40.4	3,698	54.1	4,955	33.9

NOTE.--Details may not add to totals because of rounding.
SOURCE: Appendix table A-11.

Out of a total of 176 vocational program titles available to students, 12 programs represented approximately 60 percent of the total number offered by schools and enrolled 50 percent of the students. These most frequently offered programs were also the most popular for 1974 and 1976. The following tabulation lists the 12 programs, the number offered, and the number of students taking them in 1978:

Selected programs	Number offered	Enrollments
Total	21,435	1,170,300
Cosmetology	2,484	118,996
Secretary	2,274	95,642
Commercial pilot	2,258	54,846
Nursing (all types)	1,127	92,248
Accounting	983	32,931
Auto mechanics (all types)	786	51,327
General office	736	28,626
Welding and cutting	467	29,821
Supervisory/administrative management	444	31,910
Radiologic tech	443	6,765
Drafting	398	16,313
Commercial art	365	18,299

SOURCE: Appendix table A-11.

Trend in number of programs. The number of programs offered by postsecondary schools increased 14 percent between 1974 and 1976 and decreased 21 percent between 1976 and 1978, for a net decrease of 10 percent in the 4-year period. When control of school is taken into account, public schools offered nearly 13 percent more programs and private schools 18 percent fewer programs, as shown in the following tabulation:

Control	1974-76	1976-78	Net change 1974-78
Total	14.2	–21.5	–10.3
Public	23.0	–8.2	12.8
Private	11.3	–26.4	–18.1

SOURCE: Appendix table A-12.

Program Charges. Charges for full-time students to complete a program depended on the program offered and whether the school was public or private. The term "charges" includes tuition and costs of books, kits, supplies, and equipment; it excludes costs of housing, meals, clothing, and other personal items.

In 1978, the average charge for all programs in public schools was $345, compared with $342 in 1976 and $299 in $974. (See table 3.) This was an increase of nearly $150 over the 4-year period. Private schools showed a similar pattern in charges. In 1978, average charges were $1,616, compared with $1,693 in 1976 and $1,387 in 1974. This was an increase of $229 over the 4-year period.

Appendix table A-11 lists individual program offerings with charges and number of hours to complete and provides some insight into differences between, for example, charges made by public and private schools for the same programs. Table 3 shows that the average charge in public schools was slightly over a fifth of that in private schools. However, private school students can complete their program in 10 months rather than the 14 months required in public schools. This means that they can enter the labor market 4 months earlier, thus earning a salary or wage while their counterparts are still in public schools. Aside from other considerations when selecting a school, one major factor is the length of time that it takes to complete a program. In a recent survey, a fifth of the students stated that they selected their school because of the shorter period of time to complete the program, relative to other schools in the area.[6]

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[6] *Characteristics of Students in Noncollegiate Postsecondary Schools,* 1977. NCES unpublished data.

Table 3.--Charges for programs, by type of program: 1974, 1976, and 1978

Control of school and program	1974		1976		1978
	Actual	Adjusted[1]	Actual	Adjusted[1]	Actual
Public	$299	$402	$342	$386	$345
Agribusiness	418	561	483	545	326
Marketing/distribution	249	333	279	315	310
Health	331	445	336	379	454
Home economics	173	232	230	260	344
Business/office	242	325	254	287	270
Technical	419	563	808	912	586
Trades/industry	298	400	287	324	315
Private	$1,387	$1,863	$1,693	$1,912	$1,616
Agribusiness	926	1,243	1,848	2,087	2,514
Marketing/distribution	1,214	1,630	1,055	1,191	926
Health	1,180	1,585	1,446	1,633	1,664
Home economics	966	1,297	671	758	1,149
Business/office	1,294	1,738	1,559	1,760	1,821
Technical	2,276	3,056	2,807	3,169	2,317
Trades/industry	859	1,154	1,188	1,341	1,156

[1] Adjusted 1974 and 1976 to Consumer Price Index (CPI): 1977-78 = 100.
1974 actual was multiplied by 1.3428
1976 actual was multiplied by 1.1291

SOURCES: 1978 — Appendix table A-11,
Enrollments and Programs in Noncollegiate Postsecondary Schools, 1976
Enrollments and Programs in Noncollegiate Postsecondary Schools, 1974

Length of programs. The length of time required to complete a training program varied with the type of program and the control of school. In 1978, the average length for all types of programs ranged from 922 hours in private schools to 1,182 hours in public schools. The following tabulation summarizes the weighted average length of programs, by public and private schools:

Major program	Number of hours	
	Public	Private
Total	1,182	922
Agribusiness	1,115	888
Marketing/distribution	999	327
Health	1,214	1,977
Home economics	803	481
Business/office	903	956
Technical	1,844	[1] 249
Trades/industry	1,214	1,026
Selected programs		
Medical assistant	1,040	686
General office	824	691
Electronic technician	2,037	1,514
Auto mechanic	1,438	890
Drafting	1,609	1,025
Truck driving	571	157

[1] The 249 average hours shown for technical programs in private schools is low, compared with public schools, because commercial pilot programs are included. In 1978, there were 2,255 commercial pilot programs offered by private schools (and none in public schools) at an average of 82 hours. If these programs are deleted, the revised weighted number of hours for private technical programs is 1,133, a more realistic figure for comparing with public schools.

SOURCE: Appendix table A-11.

One reason for the wide difference in numbers of hours required for the same program by public and private schools is that private schools tend to concentrate on the vocational subject matter and eliminate most of the unrelated, nonvocational subjects. Further, it is to the benefit of private schools to train students in a relatively short time since their reputation (and continued business) is based upon successful placement of students in the shortest time possible.

Within program areas, certain individual programs traditionally are offered by public and private schools. A popular program tends to raise or lower the average number of hours for the whole program area. For example, in the major field of health, practical nursing programs are offered primarily by public schools with an average of 1,483 hours and diploma nursing programs by private hospital schools with an average of 2,845 hours. Although each program requires approximately the same number of hours, the large number of practical nursing programs offered in public schools results in a relatively low average number of hours for the total health program area in public schools. Conversely, the large number of diploma nursing programs offered in private schools increases the average number of hours of the total health program area in the private sector.

Completers and Leavers

Concepts and definitions. The term "completers and leavers" from programs offered by noncollegiate postsecondary schools is used to express the total output of men and women who received training in these schools. The term also is appropriate to describe the potential supply to the labor force. *Completers* refer to students who completed all requirements of their program and *leavers* are students who left before completion with enough training to get a job, as determined by the school. The remaining students either continued in the program or dropped out without acquiring sufficient training to take a job.

Presumably, all students taking a postsecondary vocational program have some occupational objective in mind. Therefore, student output (completers and leavers, combined) provides some measure of the supply to the labor force. It should be pointed out, however, that student output does not necessarily represent new entrants into the labor market. For example, other studies[7] have shown that over half of the postsecondary students are already employed at a job while taking a training program. Some employed students take programs to update their skills, to keep their jobs, or to get a promotion. Other employed students take programs to gain another skill to change from one field to another.

Those students who were not employed in a job while taking their training and who completed a program or left with a marketable skill probably should be counted as new entrants into the labor market. Since no followup study was made of the sampled schools, there is no way of determining how many of these students actually found work in their field of study. It is doubtful, however, that, at the postsecondary level, students would expend considerable time and money to learn a skill that they do not expect to use.

Whether completion of a program is a requirement to get a job depends on the type of job one is seeking. Some training programs must be completed before students can get jobs in their selected fields of study, such as nursing and dental assisting that require a diploma, certificate, or associate degree as a major qualification for employment. Other programs, such as cosmetology and barbering, are governed by State laws that require a specific number of hours of training. Most vocational programs, however, do not have such requirements. Students who leave these programs before completion may have a marketable skill if they are willing to take a job at less than a skilled level since not all employers require that applicants be certificate or diploma holders. In many cases, acquiring a skill to perform specific tasks is sufficient for some employers. For example, if a typing student can type 50 words per minute and finds employment, there is no need for that student to remain in school to reach 60 words per minute which may be the school requirement to be counted as a completer. Many training programs are of this sort, such as business/office, welding, and construction occupations.

The following sections discuss various characteristics of completers and leavers from noncollegiate postsecondary schools.

Output. In 1978, nearly 1.5 million students were enrolled in public and private noncorrespondence postsecondary schools offering vocational programs—slightly over the 1.4 million in 1976. The majority of the students (65 percent) either completed all requirements of their training program or had enough training to get a job when they left.

By control of school. Seventy percent of the students were enrolled in private schools in 1978, compared with 30 percent in public schools. Of the total number of completers, 76 percent were from private schools and 24 percent were from public schools. These proportions were about the same as in 1976. The following tabulation provides the number of student enrollments and completers and leavers in

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[7] *Characteristics of Students in Noncollegiate Postsecondary Schools,* 1977 NCES unpublished data; and *Women in Vocational Education, October 1976,* NCES 78-350.

1976 and 1978 and shows the percent distribution by control of school:

Completers/leavers	1976			1978		
	Total (000s)	Percent		Total (000s)	Percent	
		Public	Private		Public	Private
Total enrollment	1,399.1	33.5	66.5	1,495.2	30.2	69.8
Completers/leavers	807.0	28.5	71.5	976.4	25.3	74.7
Completers	*699.3*	*27.5*	*72.5*	*863.0*	*23.9*	*76.1*
Leavers	*107.7*	*35.2*	*64.8*	*113.4*	*36.2*	*63.8*
Continuations/dropouts	592.1	40.3	59.7	518.8	39.5	60.5

SOURCES: Appendix tables A-1 and A-14.

Over 65 percent of the students completed or left school with a marketable skill in 1978, compared with 58 percent in 1976. Students in private schools were more likely than those in public schools to complete their programs—for 1978, the percents were 63 and 46, and for 1976, 55 and 41 percent, respectively. These higher rates of completion in private schools may be the result of (1) the shorter time period required to complete a program, enabling them to report higher completions during the survey period; and (2) the likelihood that students who pay for their training will remain in the program to get their money's worth. The proportions of students who did not complete their program but left with a marketable skill (leavers) were about the same for 1976 and 1978. The following tabulation shows the percent distribution of completers and leavers in public and private schools for 1976 and 1978:

Completers/leavers	Total		Public		Private	
	1976	1978	1976	1978	1976	1978
Total enrollment:						
Numbers (000s)	1,399.1	1,495.2	468.4	451.8	930.7	1,043.4
Percent	100.0	100.0	100.0	100.0	100.0	100.0
Completers/leavers	57.7	65.3	49.1	54.7	62.0	69.9
Completers	*50.0*	*57.7*	*41.0*	*45.6*	*54.5*	*63.0*
Leavers	*7.7*	*7.6*	*8.1*	*9.1*	*7.5*	*6.9*
Continuations/dropouts	42.3	34.7	50.9	45.3	38.0	30.1

SOURCE: Appendix table A-13.

By type of school. The rates at which students complete programs or leave with a marketable skill show a sharp distinction between vocational/technical schools that offer many types of programs and schools that specialize in one or a few related programs. The percent completions in both public and private vocational/technical schools were lower than the average for all schools and the percent leavers with a marketable skill were higher than the average. Since large numbers of students are enrolled in these multiprogram schools, students may sense a lack of individualized attention. Furthermore, 85 percent of the vocational/technical school students attended public schools which, on the average, had programs 20 percent longer than comparable programs offered in private schools. Longer programs may be a deterrent for students who are eager to enter the world of work.

In contrast, schools that specialized in one type of program had higher-than-average completion/leaver rates. The exceptions are those private schools that offered programs lasting more than one year, such as nursing, technical, and some business programs. Table 4 shows the total enrollments and the percent completers and leavers for each type of school, by control, for 1978.

By size of school. There is an inverse relationship between size of school and rate of output (completers and leavers, combined). In public schools, the output (as percent of enrollments) ranged from 80 percent in schools with less than 50 students to 51 percent in schools with 2,500 students or more. Private schools also followed this trend. Smaller schools reported higher output rates than larger schools, ranging from 79 percent in schools with less then 50 students to 55 percent in schools with 1,000 to 2,499 students. The one deviation from this pattern was private schools with 2,500 students or more which reported 99 percent output. (Most of these latter schools offered short programs in real estate.)

Table 4.--Enrollments and percent completers and leavers, by type of school and control: 1978

Type of school	Public			Private		
	Total enrollment (000s)	Percent of enrollment		Total enrollment (000s)	Percent of enrollment	
		Completers	Leavers		Completers	Leavers
Total	451.8	45.6	9.1	1043.4	63.0	6.9
Vocational/technical . .	405.2	42.1	9.8	73.2	55.1	11.5
Technical institute	11.0	95.3	(1)	23.5	44.5	5.1
Business/office	1.3	–	–	439.2	59.4	9.7
Cosmetology/barber . . .	–	–	–	132.4	68.1	3.9
Flight	.4	–	–	62.9	74.1	5.8
Trade.	4.0	44.7	–	155.1	67.7	7.3
Arts/design	–	–	–	36.8	66.8	5.8
Hospital	5.4	49.0	(1)	42.8	43.4	3.0
Allied health	9.1	61.3	12.5	46.5	78.0	5.0
Other.	15.4	–	–	31.0	86.4	4.1

[1] Less than .05 percent.

NOTE.--Details may not add to totals because of rounding.

SOURCE: Appendix table A-14.

In other words, the smaller the school, the more likely a student will complete a program. At each increase in size of school the percent completers decreased in both public and private schools. It is not fully understood yet why there are more early leavers in large schools—both public and private. A partial explanation may be that schools with large enrollments are generally vocational/technical schools which had a relatively high rate of leavers. The following tabulation compares output as percent of enrollments and provides the percent distribution of completers and leavers in public and private schools:

By sex of student. Women made up the majority of the completers in 1978 and their completion rates were higher in private schools than in public schools. Fifty-eight percent of the completers in private schools were women compared with nearly 47 percent in public schools—about the same proportion as in 1976.

Size of school	Public			Private		
	Output as percent of enrollment	Percent of output		Output as percent of enrollment	Percent of output	
		Completers	Leavers		Completers	Leavers
All schools	54.4	82.9	17.1	69.4	90.0	10.0
Less than 50 students . . .	80.2	93.4	6.6	79.3	93.0	7.0
50–99 students.	68.0	91.3	8.7	71.9	91.8	8.2
100–249 students	68.1	88.3	11.7	65.0	92.3	7.7
250–499 students	58.9	85.0	15.0	67.1	88.3	11.7
500–999 students	54.2	79.7	20.3	68.4	86.5	13.5
1,000–2,499 students . . .	52.4	80.8	19.2	55.3	82.8	17.2
2,500 students or more . .	51.2	83.9	16.1	99.1	93.8	6.2

SOURCE: Sample of schools.

One possible reason for higher completion rates for women in private schools may be related to the type of training programs they take. For example, larger numbers of women were enrolled in private schools taking nursing and cosmetology programs that require completion to qualify for a job. The following tabulation shows the percent distribution of completers and leavers in public and private schools, by sex for 1976 and 1978:

Completers/ leavers	Public						Private					
	1976			1978			1976			1978		
	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women
Completers/ leavers	100.0	47.3	52.7	100.0	53.1	46.9	100.0	42.1	57.9	100.0	42.3	57.7
Completers ...	100.0	45.2	54.8	100.0	53.2	46.8	100.0	41.7	58.3	100.0	42.0	58.0
Leavers	100.0	57.8	42.2	100.0	52.3	47.7	100.0	45.4	54.6	100.0	44.4	55.6
Continuations/ dropouts	100.0	61.8	38.2	100.0	62.2	37.8	100.0	52.0	48.0	100.0	48.0	52.0

SOURCE: Appendix table A-15.

When rates of completion are compared, both men and women had higher rates in private schools than in public schools. Sixty percent of the men and 65 percent of the women in private schools completed their programs in 1978, compared with 42 percent and 50 percent, respectively, in public schools. This tendency also held true in 1976. In contrast, the rates at which both men and women students left with a marketable skill, but prior to completion, were higher in public schools than in private schools. The following tabulation compares completion and leaver rates for men and women in public and private schools for 1976 and 1978:

Completers/leavers	Public				Private			
	1976		1978		1976		1978	
	Men	Women	Men	Women	Men	Women	Men	Women
Total enrollment (000s) ..	256.0	212.4	258.5	193.3	426.8	503.9	459.2	584.2
Percent.	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Completers/leavers	42.5	57.1	50.7	60.0	56.9	66.3	67.1	72.1
Completers	*33.9*	*49.6*	*42.4*	*49.9*	*49.5*	*58.7*	*60.1*	*65.2*
Leavers	*8.6*	*7.5*	*8.3*	*10.1*	*7.4*	*7.6*	*7.0*	*6.9*
Continuations/dropouts ..	57.5	42.9	49.3	40.0	43.1	33.7	32.9	27.9

SOURCE: Appendix table A-15.

By major program area. The percent distribution of completers and leavers, by program area, closely follows that of enrollments. Forty-one percent of the output (completers and leavers, combined) was made up of students from one of the trades, compared with 38 percent of the enrollments in these fields. The second largest percent were students in business/office programs: 19 percent total output compared with 23 percent enrollments. These relatively similar patterns of output and enrollments were apparent in most instances in public and private schools. A striking exception was in marketing/distribution programs where output accounted for 22 percent in private schools compared with 4 percent in public schools. The following tabulation compares the percent distribution of enrollments by major program area with that of output in public and private schools:

Major program	Enrollments	Output		
		Total	Public	Private
Total	100.0	100.0	100.0	100.0
Agribusiness	.5	.5	1.3	.2
Marketing/distribution	15.5	16.7	3.7	22.3
Health	12.5	15.1	19.8	13.1
Home economics	.7	.7	1.9	.2
Business/office	22.8	18.8	19.6	18.4
Technical	9.6	7.2	7.4	7.1
Trades/industry	38.4	41.0	46.2	38.7

NOTE.--Details may not add to totals because of rounding.
SOURCES: Appendix tables A-9 and A-16.

The relative distribution of output in public and private schools is about the same as that of enrollments—public schools had 30 percent each of the enrollments and of the output. These relative proportions held true for most major program areas. For example, most agribusiness and home economics enrollments were in public schools (65 percent and 87 percent, respectively) and the percent outputs were also high (77 percent and 83 percent, respectively). The exception to this general pattern was in the technical programs—public schools enrolled 20 percent of the students but accounted for 31 percent of the output. The following tabulation shows the percent distribution of enrollments and output between public and private schools:

Type of program	Enrollments		Output	
	Public	Private	Public	Private
Total	30.2	69.8	30.0	70.0
Agribusiness	65.4	34.6	77.4	22.6
Marketing/distribution	7.6	92.4	6.6	93.4
Health	39.7	60.3	39.4	60.6
Home economics	86.7	13.3	82.8	17.2
Business/office	30.1	69.9	31.3	68.7
Technical	20.1	79.9	31.0	69.0
Trades/industry	37.4	62.6	33.8	66.2

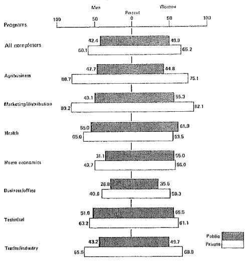
SOURCES: Appendix tables A-9 and A-16.

Within each major program area, more women than men tended to complete their program. As was indicated earlier, 50 percent of the women enrolled in public schools completed their programs, compared with 42 percent of the men. These higher proportions show up in each of the major program areas except agribusiness. In private schools, 65 percent of the women completed their programs compared with 60 percent of the men. However, a larger proportion of the enrolled men in these schools were completers in certain programs: Agribusiness programs with 81 percent of the men (75 percent of the women), health programs with 65 percent of the men (54 percent of the women), and technical programs with 63 percent of the men (61 percent of the women). Figure 5 summarizes completions as percent of total enrollment, by sex and control of school. See table A-17 for output as percent of total enrollment in public and private schools, by individual programs.

Trend in output. In 1978, students were more likely to complete their programs or leave with a marketable skill than they were in 1976—65 percent in 1978 compared with 57 percent in 1976. Both public and private schools showed an increase in the 2-year period. The most marked increase occurred in the rate of output in private home economic programs which more than tripled.

Not only was total output as percent of enrollments higher in 1978 but the proportion of com-

Figure 5.--Completers as percent of total enrollment, by sex and control of school and by program: 1978



SOURCE: Appendix table A-16.

pletions was also slightly higher (conversely, the proportion of leavers dropped). Over 88 percent of the 1978 output were completions compared with 86 percent in 1976. Students in the private sector were more apt than those in the public sector to complete their programs. The following tabulation shows the output as percent of total enrollment and the percent of completers and leavers within each program area for 1976 and 1978:

Control of school and type of program	Output as percent of total enrollment		Completers/leavers as percent of total output			
			Completers		Leavers	
	1976	1978	1976	1978	1976	1978
Total	57.4	64.5	86.3	88.1	13.7	11.9
Public	49.1	54.7	83.1	83.4	16.9	16.6
Agribusiness	48.8	55.3	85.1	84.5	14.9	15.5
Marketing/distribution . . .	49.1	68.8	80.5	89.5	19.5	10.5
Health	67.6	67.0	91.5	91.5	8.5	8.5
Home economics.	42.0	59.7	88.9	82.5	11.1	17.5
Business/office	49.0	47.9	77.0	71.6	23.0	28.4
Technical	35.2	58.2	85.0	89.6	15.0	10.4
Trades/industry	43.2	52.8	80.3	83.4	19.7	16.6
Private	62.0	69.9	87.8	90.1	12.2	9.9
Agribusiness	80.0	76.5	98.8	98.9	1.2	1.1
Marketing/distribution	85.8	90.3	91.0	90.0	9.0	10.0
Health	54.5	58.6	94.9	93.5	5.1	6.5
Home economics	17.6	55.1	75.2	97.9	24.8	2.1
Business/office	54.9	57.1	80.9	83.0	19.1	7.0
Technical	62.8	69.5	85.0	90.7	15.0	9.3
Trades/industry	66.6	73.0	90.4	92.1	9.6	7.9

SOURCE: Appendix table A-16.

Staff

Numbers and function. About 93,000 men and women were employed in public and private postsecondary schools in 1978. More than two-thirds (62,900) of these employees were instructional staff; 17 percent, administrative/managerial personnel; and 16 percent, clerical/nonprofessional staff members. Twenty-nine percent of the staff were employed in public schools—about the same as the proportion of students in public schools.

Among public school staff, 75 percent were instructors and 25 percent were administrative/managerial personnel and clerical/nonprofessional members combined, or a ratio of one support person for every three instructors. In private schools, the ratio was one support person for every two instructors. The relatively large support staff in private schools may result from the need for extra personnel in advertising, promoting, selling, arranging financial assistance, reporting taxes, and other functions that are not a major part of running a public school. The percent distribution of staff members in public and private schools, by function of staff, is shown below:

Function of staff	Total	Public	Private
Total	100.0	100.0	100.0
Instructional	67.6	75.3	64.5
Administrative/managerial	16.6	10.1	19.2
Clerical/nonprofessional	15.8	14.6	16.3

SOURCE: Appendix table A-18.

Trend in number of staff. Between 1976 and 1978, the number of staff members dropped 23 percent, affecting almost equally public and private schools. The number of clerical/nonprofessional staff decreased 32 percent; administrative/managerial, 26 percent; and instructors, 20 percent. The greatest impact in these declines fell on the instructional staff since they made up the largest proportion of total staff. Instructional staff decreased 4,100 (17 percent) in public schools and 11,600 (21 percent) in private schools. The following tabulation compares the number of staff members, by function and control of school for 1976 and 1978:

Function of staff	Total			Public			Private		
	1976	1978	Percent change	1976	1978	Percent change	1976	1978	Percent change
Total	120.8	93.0	−23.0	34.0	26.7	−21.5	86.8	66.3	−23.6
Instructional	78.6	62.9	−20.0	24.2	20.1	−16.9	54.4	42.8	−21.3
Administrative/ managerial	20.7	15.4	−25.6	4.4	2.7	−38.6	16.3	12.7	−22.1
Clerical/ nonprofessional	21.5	14.7	−31.6	5.4	3.9	−27.8	16.1	10.8	−32.9

SOURCE: Appendix table A-18.

Sex distribution. Women comprised more than half (53 percent) of the staff in all schools combined. However, this proportion varies when other characteristics are compared, such as control of school, function of staff, types of school, and full-time/part-time status. The following sections discuss each of these characteristics.

By control of school. Two-thirds of the men and three-fourths of the women staff members were employed in private schools in 1978, as seen in the following tabulation:

Control	Total	Men	Women
Total	100.0	100.0	100.0
Public	28.7	33.2	24.8
Private	71.3	66.8	75.2

SOURCE: Appendix table A-18.

Women made up a larger proportion (56 percent) of the staff employed in private schools, whereas, men made up 54 percent of the staff in public schools. (See figure 6.) Instructors in all vocational schools were equally distributed by sex. In public schools, men comprised 58 percent of the instructors and, in private schools, they made up 47 percent. The sex distribution of administrative/managerial personnel in public schools was 69 percent men and in private schools, 48 percent men. As would be expected, the sex distribution of clerical/nonprofessional personnel differs markedly from that for other staff in both types of schools. Women comprised nearly 80 percent of the clerical/nonprofessional personnel in public schools and 72 percent in private schools.

By function. Nearly 68 percent of the staff were instructors—73 percent of the men and 63 percent of the women. Of the remaining staff, men generally held administrative/managerial positions and women clerical/nonprofessional positions. Public and private schools showed similar distributions. The following tabulation shows the percent distribution of men and women, by function:

Function of staff	Total	Men	Women
Total	100.0	100.0	100.0
Instructional	67.6	72.8	63.1
Administrative/managerial	16.6	18.4	14.9
Clerical/nonprofessional	15.8	8.8	22.0

SOURCE: Appendix table A-18.

By type of school. Women were more likely to be teaching women. Eighty percent of the teachers both in hospital and cosmetology/barber schools and 79 percent in allied health schools were women. Programs offered by these schools are traditionally those in which women predominate. Similarly, schools that offered programs that are male dominated tended to have men as teachers. For example, men made up more than 93 percent of the teachers in flight schools, 92 percent in technical institutes, 83 percent in trade schools, and 63 percent in vocational/technical schools. (See figure 7 and appendix table A-20.)

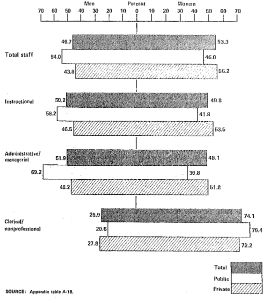
The same pattern prevails among the administrative/managerial fields. Schools that offered programs in which large proportions of women were enrolled had larger proportions of women in the administrative/managerial fields. Women made up 77 percent of the administrative/managerial personnel in hospitals, 66 percent in cosmetology/barber schools, and 63 percent in allied health schools. In contrast, men made up 77 percent in technical institutes, 71 percent in vocational/technical schools, 68 percent in flight schools, and 66 percent in trade schools.

Clerical/nonprofessional personnel were primarily women—nearly three-fourths, on the average. The only exception was in flight schools where women were 43 percent of the clerical/nonprofessional personnel.

Full-time/part-time status. The majority (73 percent) of all staff members were employed full time. Instructors were less likely than other staff members to work full time—only 66 percent of the instructors, compared with 89 percent of administrative/managerial personnel and 81 percent of clerical/nonprofessional staff. The following tabulation shows the percentages of full-time staff members by function and control of school:

Function of staff	Total	Public	Private
Total	72.6	71.5	73.0
Instructional	65.8	65.7	65.9
Administrative/managerial	89.0	92.6	88.2
Clerical/nonprofessional	81.0	87.2	78.7

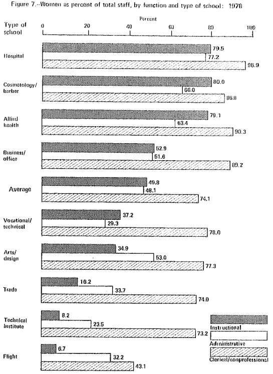
Figure 6.--Comparison of functions of staff, by sex and control of school: 1978



SOURCE: Appendix table A-18.

The relatively high proportion (one-third) of all instructional staff being part time may be one indication of teacher shortages in vocational education fields. The employment of part-time instructors also may be an economy measure; for example, two half-time teachers generally cost less than one full-time teacher since part-time employees usually are not entitled to fringe benefits. Evidence from other surveys[8] shows that many part-time teachers are also employed full time in other industries.

Figure 7.--Women as percent of total staff, by function and type of school: 1978



SOURCE: Appendix table A-19.

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[8] E.g., *Multiple Jobholders,* May 1978, Special Labor Force Report, USDOL/BLS, Appendix table C. Of the 4.5 million people who held two jobs or more, more than 6.1 percent (274,500) held their second job in the field of education.

Correspondence Schools

Characteristics

Correspondence schools play an important role in providing training for men and women in a vocation. Since many people are unable to attend school for one reason or another, taking a training program through home study is their only alternative for gaining a skill. As an indication of the relative importance of home study, 265,600 (15 percent) of the 1,760,800 noncollegiate postsecondary students were enrolled in 82 correspondence schools in 1978. The following sections describe some of the data related to schools offering programs through home study.

Number of schools. Schools that conduct training by mail can enroll more students at any one time than schools that offer programs in a classroom setting. As an example of this concentration, the four largest correspondence schools had an average of 33,100 students per school. Among all correspondence schools, the average size was 3,239, compared with an average of 196 students in noncorrespondence schools. The following tabulation shows the number of schools and enrollments by size of school:

Enrollment size	Schools		Enrollments		Average number of students per school
	Number	Percent	Number (000s)	Percent	
Total	82	100.0	265.6	100.0	3,239
Less than 1,000 students	46	56.1	11.2	4.2	243
1,000–2,499 students	17	20.7	22.7	8.6	1,335
2,500–4,999 students	6	7.3	18.7	7.0	3,117
5,000–9,999 students	4	4.9	21.9	8.2	5,475
10,000–19,999 students	5	6.1	58.6	22.1	11,720
20,000 students and over	4	4.9	132.5	49.9	33,125

SOURCE: Directory universe tapes.

Enrollments and programs. Nearly 43 percent of the students in correspondence schools were enrolled in one of the trades and 35 percent in one of the marketing/distribution fields. Of the 65 different types of programs offered, over 70 percent of the students were concentrated in just 10 programs. The following tabulation lists the most popular programs in rank order by enrollment:

Hotel/lodging	82,902
Metalworking, other	17,850
Electronic technology	16,019
Upholstering	13,219
Auto mechanics	12,547
Commercial photography	12,000
Radio/TV repair	8,862
Commercial art	8,653
Broadcast technology	8,197
Accounting	7,542

SOURCE: Appendix table A-20.

Charges. Correspondence programs cost less, on the average, than those in residential schools. In 1978, the average charge for all correspondence programs was $949 and for private noncorrespondence school programs, $1,616. The following tabulation shows the wide variation of charges among selected correspondence programs:

Selected programs	Average charge	Average number of lessons	Average months to complete
Floristry	$ 228	23	9
Instrument repair	575	29	16
Accounting	1,234	49	15
Truck driving	1,312	45	6
Civil technology	2,986	37	8

SOURCE: Appendix table A-20.

There does not appear to be a positive association between the number of required lessons and mean charges for these programs. Some programs with a large number of required lessons have lower charges than other programs with a low number of required lessons. Compare, for example, accounting with civil technology.

Length of program. Correspondence schools require students to complete a specified number of lessons within a specified time to obtain a certificate of completion. The average was 48 lessons within a 13-month period, or 618 hours to complete the program. Length of program varied widely depending on the type of program and the difficulty of the lessons. For example, technical programs required 1,481 hours to complete over a 21-month period compared with 338 hours in 6 months for home economics programs. The intensity of effort required of correspondence students averaged 11.1 hours a week, ranging from nearly 9 hours a week for agribusiness and trades/industry programs to over 16 hours a week for technical programs. The following tabulation shows the variations of required hours of study among the major program areas:

Type of program	Average number required for completion			Hours per week
	Lessons	Months	Hours	
Average	48	13	618	11.1
Agribusiness	24	10	383	8.9
Marketing/distribution	31	7	388	12.9
Health	39	9	NA	NA
Home economics	71	6	338	13.1
Business/office	42	12	552	10.7
Technical	83	21	1,481	16.4
Trades/industry	41	12	442	8.6

NOTE.--NA means not available.
SOURCE: Appendix table A-20.

Residential requirements. Because of the nature of the work, some types of occupational programs require a combination of home study and in-person training. While theory, principles, and regulations can be learned through home study, the skill or technique of performing actual operations can best be learned through "hands-on" training experience. For example, principles of operating a truck can be learned from a book, but the skill comes only from actually operating trucks of various models and sizes. The truck driving student, upon completing home study assignments, is expected to spend about 4 weeks at a residential school to practice on trucks and other vehicles. Similarly, the hotel/lodging management student is expected to spend about 2 weeks working under similated or real conditions in a hotel or motel.

Completions. Correspondence schools reported an average completion rate of slightly over one-third, compared with a 65-percent completion rate in noncorrespondence schools. Although small in number, correspondence schools that offered health programs reported the highest completion rates (76 percent). In contrast, schools that offered agribusiness and business/office programs reported completion rates of only 15 percent and 18 percent, respectively. The following tabulation provides the completion rates for major program areas:

Average	33.9
Agribusiness	14.6
Marketing/distribution	53.7
Health	75.7
Home economics	47.9
Business/office	18.4
Technical	23.1
Trades/industry	33.0

SOURCE: Appendix table A-20.

Staff. More than 2,250 men and women were employed by correspondence schools in 1978. Of these, only 34 percent were instructional staff, in contrast to 68 percent in noncorrespondence schools. This wide difference in proportions of instructors between correspondence and noncorrespondence schools is the result of the method of teaching. One correspondence instructor can handle many more students by mail than can an instructor in a classroom. Forty percent of the staff in correspondence schools were clerical/nonprofessional personnel because many of these workers are needed to handle the mailing and receipt of lessons. Twenty-six percent of the staff were administrative/managerial personnel. This category is also larger than that in noncorrespondence schools because it includes a large number of recruiters/sales representatives. (See table 5.)

About an equal number of men and women made up the correspondence school staff. As in noncorrespondence schools, the majority of the instructors or administrative/managerial personnel were men—61 percent of the instructors and 70 percent of the administrative/managerial personnel. In contrast, 71 percent of the clerical/nonprofessional staff were women. These proportions were about average for all types of schools except correspondence schools that offered allied health programs. There, 97 percent of the instructors were women. Table 6 shows the percent women in correspondence schools, by type of school and by function of staff.

Table 5.--Staff members in correspondence schools, by sex and function: 1978

Function	Total	Men	Women
Total	2,252	1,140	1,112
Instructional	756	463	293
Administrative/managerial	588	414	174
Clerical/nonprofessional	908	263	645
Percent distribution by function	100.0	100.0	100.0
Instructional	33.6	40.6	26.3
Administrative/managerial	26.1	36.3	15.6
Clerical/nonprofessional	40.3	23.1	58.0
Percent distribution by sex	100.0	50.6	49.4
Instructional	100.0	61.2	38.8
Administrative/managerial	100.0	70.4	29.6
Clerical/nonprofessional	100.0	29.0	71.0

NOTE.--Details may not add to totals because of rounding.
SOURCE: Sample of schools.

Table 6.--Staff members and percent women in correspondence schools, by type of school and function: 1978

Type of school	Total		Instructional		Administrative/ managerial		Clerical/ nonprofessional	
	Number	Percent women	Number	Percent women	Number	Percent women	Number	Percent women
Total	2,252	49.4	756	38.8	588	29.6	908	71.0
Vocational/ technical	896	51.8	206	32.3	197	36.1	493	68.7
Technical institute	399	41.2	113	44.2	169	15.8	117	77.8
Business/office . . .	243	50.2	83	28.9	84	45.2	76	78.9
Trade	519	43.1	214	19.3	112	22.5	193	79.9
Arts/design	73	37.0	32	21.9	18	33.3	23	60.9
Allied health	109	94.5	103	97.1	6	50.0	0	0
Other	13	53.8	5	20.0	2	50.0	6	83.3

SOURCE: Sample of schools.

Appendixes

Appendix A
Tables

Table A-1.--Number and percent of schools, by control and type: 1974, 1976, and 1978

Control and type of school	Number of schools			Percent distribution			Percent change		
	1974	1976	1978	1974	1976	1978	1974-76	1976-78	1974-78
Total	8,716	8,499	7,625	100.0	100.0	100.0	-2.5	-10.3	-12.5
Vocationel/technical[1]	1,167	592	606	13.4	7.0	7.9	-49.3	-2.4	-48.1
Technical institute[1]	215	211	99	2.5	2.5	1.3	-1.9	-53.1	-54.0
Business/office	1,242	1,221	1,249	14.2	14.4	16.4	-1.7	2.3	.6
Cosmetology/barber	2,405	2,347	2,163	27.6	27.6	28.4	-2.4	-7.8	-10.1
Flight	1,483	1,406	1,064	17.0	16.5	14.0	-5.2	-24.3	-28.3
Trade	708	762	716	8.1	9.0	9.4	7.6	-6.0	1.1
Arts/design[1]	–	256	246	–	3.0	3.2	–	-3.9	–
Hospital	1,247	1,112	917	14.3	13.1	12.0	-10.8	-17.5	-26.5
Allied health[1]	–	341	355	–	4.0	4.7	–	4.1	–
Other	249	251	210	2.9	2.9	2.7	.8	-16.3	-15.7
Public	892	990	812	100.0	100.0	100.0	11.0	-18.0	-9.0
Vocationel/technical[1]	579	453	504	64.9	45.8	62.1	-21.8	11.3	-13.0
Technical institute[1]	52	39	7	5.8	3.9	.9	-25.0	-82.1	-86.5
Business/office	1	1	4	.1	.1	.5	0	300.0	300.0
Cosmetology/barber	4	22	0	.4	2.2	0	450.0	-100.0	-100.0
Flight	6	45	5	.1	4.5	.6	650.0	-88.9	-16.7
Trade	30	17	14	3.4	1.7	1.7	-43.3	-17.6	-53.3
Arts/design[1]	–	1	–	–	.1	–	–	-100.0	–
Hospitel	170	215	147	19.1	21.7	18.1	26.5	-31.6	-13.5
Allied health[1]	–	127	114	–	12.8	14.0	–	-10.2	–
Other	50	70	17	6.2	7.2	2.1	40.0	-75.7	-66.0
Private, total	7,824	7,509	6,813	100.0	100.0	100.0	-4.0	-9.3	-12.9
Vocational/technical[1]	588	139	102	7.5	1.9	1.5	-76.4	-26.6	-82.7
Technical institute[1]	163	172	92	2.1	2.3	1.4	5.5	-46.5	-43.6
Business/office	1,241	1,220	1,245	15.9	16.2	18.3	-1.7	2.0	.3
Cosmetology/barber	2,401	2,325	2,163	30.7	31.0	31.7	-3.2	-7.0	-9.9
Flight	1,477	1,361	1,059	18.9	18.1	15.5	-7.9	-22.2	-28.3
Trade	678	745	702	8.7	9.9	10.3	9.9	-5.7	3.5
Arts/design[1]	–	255	246	–	–	3.6	–	-3.5	–
Hospital	1,077	897	770	13.8	-16.7	11.3	-16.7	-14.2	-28.5
Allied heelth[1]	–	214	241	–	–	3.5	–	12.6	–
Other	199	181	193	2.4	2.5	2.9	-9.0	6.6	-3.0
Proprietary	6,512	6,435	5,814	100.0	100.0	100.0	-1.2	-9.7	-10.7
Vocationel/technical[1]	515	562	76	7.9	8.7	1.3	9.1	-86.5	-85.2
Technical institute[1]	150	166	83	2.3	2.6	1.4	10.7	-50.0	-44.7
Business/office	1,208	1,203	1,201	18.5	18.7	20.7	-.4	-.2	-.6
Cosmetology/barber	2,397	2,307	2,162	36.8	35.9	37.2	-3.8	-6.3	-9.8
Flight	1,472	1,261	1,055	22.6	21.1	18.1	-7.5	-22.5	-28.3
Trade	571	599	618	8.8	9.3	10.6	4.9	2.8	7.9
Arts/design[1]	–	–	220	–	–	3.9	–	–	–

Table A-1.--Number and percent of schools, by control and type: 1974, 1976, and 1978 (Continued)

Control and type of school	Number of schools			Percent distribution			Percent change		
	1974	1976	1978	1974	1976	1978	1974-76	1976-78	1974-78
Hospital	24	14	18	.4	.1	.3	-41.7	28.6	-25.0
Allied health[1]	–	–	195	–	–	3.4	–	–	–
Other	175	223	188	2.7	3.5	3.2	27.4	-16.6	6.3
Nonprofit	1,312	1,074	999	100.0	100.0	100.0	-18.1	-7.0	-23.9
Vocational/technical[1]	73	41	26	5.6	3.8	2.6	-43.8	-36.6	-64.4
Technical institute[1]	13	5	9	1.0	.5	1.0	-61.5	80.0	-30.8
Business/office	33	17	44	2.5	1.6	4.4	-48.5	158.8	33.3
Cosmetology/barber	4	19	1	.3	1.8	.1	375.0	-94.7	-75.0
Flight	5	–	4	.4	–	.4	-100.0	–	-20.0
Trade	107	102	86	8.2	9.5	8.6	-4.7	-15.7	-19.6
Arts/design[1]	–	–	26	–	–	2.6	–	–	–
Hospital	1,053	883	752	80.2	82.2	75.3	-16.1	-14.8	-28.6
Allied health[1]	–	–	46	–	–	4.6	–	–	–
Other	24	7	5	1.8	.7	.5	-70.8	-28.6	-79.2

[1] Change in definition of type of school. See Appendix B.

NOTE.--Details may not add to totals because of rounding.

SOURCE: Directory universe tapes.

Table A-2.--Number and percent of schools, by size: 1974, 1976, and 1978

Size of school	Total			Public			Private		
	1974	1976	1978	1974	1976	1978	1974	1976	1978
	Number of schools								
Total	8,716	8,499	7,625	892	990	812	7,824	7,509	6,813
Less than 25 students	2,223	1,895	1,601	155	173	143	2,068	1,722	1,458
25–49 students	1,804	1,878	1,342	86	158	74	1,718	1,720	1,268
50–99 students	1,612	1,589	1,464	103	63	91	1,509	1,526	1,373
100–249 students	1,621	1,853	1,708	151	196	123	1,470	1,657	1,585
250–499 students	706	739	702	144	158	120	562	581	582
500–999 students	349	365	404	136	143	126	213	222	278
1,000–2,499 students	253	136	175	115	65	97	138	71	78
2,500 students and over		44	53		34	35		10	18
Students not reported	148	–	176	2	–	3	146	–	173
	Percent distribution								
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Less than 25 students	25.5	22.3	21.0	17.4	17.5	17.6	26.4	22.9	21.4
25–49 students	20.7	22.1	17.6	9.8	16.0	9.1	22.0	22.9	18.6
50–99 students	18.5	18.7	19.3	11.6	6.4	11.2	19.3	20.3	20.2
100–249 students	18.6	21.8	22.4	16.9	19.8	15.1	18.8	22.1	23.3
250–499 students	8.1	8.7	9.2	16.1	16.0	14.8	7.2	7.7	8.6
500–999 students	4.0	4.3	5.3	16.2	14.4	16.6	2.7	3.0	4.1
1,000–2,499 students	2.9	1.6	2.3	12.9	6.6	11.9	1.8	.9	1.1
2,500 students and over		.5	.7		3.4	4.3		.1	.3
Students not reported	1.7	–	2.3	.2	–	.4	1.9	–	2.5

SOURCE: Totals from Directory universe tapes; rest of data computed from sample of schools.

Table A-3. Size of schools, by control and type: 1978

(Percent distribution)

Control and type of school	Total schools	Less than 25 students	25–45 students	50–99 students	100–249 students	250–499 students	500–999 students	1,000–2,499 students	2,500 students or more	Students not reported
Total	100.0	21.0	17.6	19.3	22.4	9.2	5.3	2.3	.7	2.3
Vocational/technical	100.0	4.4	3.8	6.0	17.1	23.5	22.1	16.9	5.6	.6
Technical institute	100.0	—	10.1	7.2	26.1	40.6	10.1	2.9	1.4	1.4
Business/office	100.0	4.0	4.8	18.2	28.0	22.7	13.7	2.9	1.4	4.3
Cosmetology/barber	100.0	19.8	29.1	31.9	15.8	.9	.5	—	—	2.1
Flight	100.0	33.7	25.4	16.8	15.2	3.6	.5	.4	—	4.3
Trade	100.0	11.9	13.0	15.1	31.1	13.9	7.9	4.4	.2	2.6
Arts/design	100.0	12.9	18.1	11.6	40.1	11.2	3.4	.9	—	1.7
Hospital	100.0	52.0	13.2	9.0	23.4	2.3	.1	—	—	—
Allied Health	100.0	16.9	10.0	16.6	38.6	12.1	4.8	.3	—	.7
Other	100.0	5.3	13.7	20.6	34.4	13.0	6.1	1.5	—	5.3
Public	100.0	17.6	9.1	11.2	15.1	14.8	15.5	11.9	4.3	.4
Vocational/technical	100.0	5.1	2.8	6.1	15.2	21.0	24.1	18.5	6.5	.7
Technical institute	100.0	—	—	60.0	—	20.0	—	—	20.0	—
Business/office	—	—	—	—	—	—	—	—	—	—
Cosmetology/barber	—	—	—	—	—	—	—	—	—	—
Flight	—	—	—	—	—	—	—	—	—	—
Trade	100.0	—	—	—	—	100.0	—	—	—	—
Arts/design	—	—	—	—	—	—	—	—	—	—
Hospital	100.0	54.7	20.3	12.5	11.7	—	—	—	—	—
Allied Health	100.0	24.3	21.5	28.0	19.6	5.6	—	.9	—	—
Other	—	—	—	—	—	—	—	—	—	—
Private	100.0	21.4	18.5	20.2	23.2	8.6	4.1	1.2	.3	2.6
Vocational/technical	100.0	—	9.5	5.4	28.4	37.8	10.8	8.1	—	—
Technical institute	100.0	—	10.9	3.1	28.1	42.2	10.9	3.1	—	1.6
Business/office	100.0	4.0	4.8	18.2	28.0	22.7	13.7	2.9	1.4	4.3
Cosmetology/barber	100.0	19.8	29.1	31.9	15.8	.9	.5	—	—	2.1
Flight	100.0	33.7	25.4	16.8	15.2	3.6	.5	.4	—	4.3
Trade	100.0	12.0	13.0	15.1	31.2	13.6	7.9	4.4	.2	2.6
Arts/design	100.0	12.9	18.1	11.6	40.1	11.2	3.4	.9	—	1.7
Hospital	100.0	51.5	12.1	8.4	25.2	2.7	—	—	—	—
Allied health	100.0	12.6	3.3	9.8	49.7	15.8	7.7	—	—	1.1
Other	100.0	5.3	13.7	20.6	34.4	13.0	6.1	1.5	—	5.3

NOTE.–Details may not add to totals because of rounding.

SOURCE: Sample of schools.

Table A-4.–Percent change in size of schools: 1974-76, 1976-78, and 1974-78

Size of school	Total			Public			Private		
	1974-76	1976-78	1974-78	1974-76	1976-78	1974-78	1974-76	1976-78	1974-78
Total	-2.5	-10.3	-12.5	-88.9	-18.0	-9.0	-4.0	-9.3	-12.9
Less than 25 students	-14.8	-15.5	-28.0	11.6	-17.3	-7.7	-16.7	-15.3	-29.5
25–49 students	4.1	-28.5	-25.6	83.7	-53.2	-14.0	.1	-26.3	-26.2
50–99 students	-1.4	-7.9	-9.2	-38.8	44.4	-11.7	1.1	-10.0	-9.0
100–249 students	14.3	-7.8	5.4	29.8	-37.2	-18.5	12.7	-4.3	7.8
250–499 students	4.7	-5.0	-.6	9.7	-24.1	-16.7	3.4	.2	3.6
500–999 students	4.6	10.7	15.6	5.1	-11.9	-7.4	4.2	25.2	30.5
1,000–2,499 students	-28.9	28.7	-9.9	-13.9	49.2	14.9	-41.3	9.9	-30.4
2,500 students and over		20.5			2.9			80.0	
Students not reported	–	–	18.9	–	–	50.0	–	–	18.5

SOURCE: Computed from table A-2.

Table A-5.--Number and percent of students, by control and type of school: 1974, 1976, and 1978

Control and type of school	Enrollments (000s)			Percent distribution			Percent change		
	1974	1976	1978	1974	1976	1978	1974-76	1976-78	1974-78
Total	1,341.1	1,399.1	1,495.2	100.0	100.0	100.0	4.3	6.9	11.5
Vocational/technical[1]	472.2	495.0	478.4	35.2	35.4	32.0	4.8	-3.4	1.3
Technical institute[1]	84.8	92.1	34.5	6.3	6.6	2.3	8.6	-62.5	-59.3
Business/office	320.3	339.2	440.5	24.0	24.2	29.5	5.9	29.9	37.5
Cosmetology/barber	113.8	133.0	132.4	8.5	9.5	8.9	16.9	-.5	16.3
Flight	75.7	72.9	63.3	5.6	5.2	4.2	-3.7	-13.2	-16.4
Trade	150.8	158.0	159.1	11.2	11.3	10.6	4.8	.7	5.5
Arts/design[1]	–	–	36.8	–	–	2.5	–	–	–
Hospital	71.4	71.1	48.2	5.3	5.1	3.2	-.4	-32.2	-32.5
Allied health[1]	–	–	55.6	–	–	3.7	–	–	–
Other	52.1	37.8	46.4	3.9	2.7	3.1	-27.4	22.7	-10.9
Public	453.7	468.4	451.8	100.0	100.0	100.0	3.2	-3.5	-.4
Vocational/technical[1]	359.6	367.3	405.2	79.3	78.4	89.7	2.1	10.3	12.7
Technical institute[1]	35.5	41.5	11.0	7.8	8.9	2.4	16.9	-73.5	-69.0
Business/office	.6	.8	1.3	.1	.2	.3	33.3	62.5	116.7
Cosmetology/barber	.2	.9	–	–	.2	–	350.0	–	–
Flight	.8	5.5	.4	.2	1.2	.1	587.5	-92.7	-50.0
Trade	24.4	34.5	4.0	6.4	7.4	.9	41.4	-88.4	-83.6
Arts/design[1]	–	–	–	–	–	–	–	–	–
Hospital	8.7	9.8	5.4	1.9	2.1	1.2	12.6	-44.9	-37.9
Allied health[1]	–	–	9.1	–	–	2.0	–	–	–
Other	23.9	8.1	15.4	5.3	1.6	3.4	-66.1	90.1	-35.6
Private	887.4	930.7	1,043.4	100.0	100.0	100.0	4.9	12.1	17.6
Vocational/technical[1]	112.6	127.7	73.2	12.7	13.7	7.0	13.4	-42.7	-35.0
Technical institute[1]	49.3	50.6	23.5	5.5	5.4	2.3	2.6	-53.5	-52.3
Business/office	319.7	338.4	439.2	36.0	36.4	42.1	5.8	29.8	37.4
Cosmetology/barber	113.6	132.1	132.4	12.8	14.2	12.7	16.3	.2	16.5
Flight	75.0	67.4	62.9	8.5	7.2	6.0	-10.1	-6.7	-16.1
Trade	126.3	123.5	155.1	14.2	13.3	14.9	-2.2	25.6	22.8
Arts/design[1]	–	–	36.8	–	–	3.5	–	–	–
Hospital	62.7	61.3	42.8	7.1	6.6	4.1	-2.2	-30.2	-31.7
Allied health[1]	–	–	46.5	–	–	4.4	–	–	–
Other	28.2	29.7	31.0	3.2	3.2	3.0	5.3	4.3	9.9
Proprietary	(2)	778.9	927.8	(2)	100.0	100.0	(2)	19.1	(2)
Vocational/technical[1]		85.3	66.0		10.9	7.1		-22.6	
Technical institute[1]		48.8	21.3		6.3	2.3		-56.1	
Business/office		330.2	423.1		42.4	45.6		28.1	
Cosmetology/barber		131.6	132.4		16.9	14.3		.5	
Flight		67.4	62.8		8.6	6.7		-7.1	
Trade		85.1	116.1		10.9	12.5		36.4	
Arts/design[1]		–	32.4		–	3.5		–	

Table A-5.--Number and percent of students, by control and type of school: 1974, 1976, and 1978 (Continued)

Control and type of school	Enrollments (000s)			Percent distribution			Percent change		
	1974	1976	1978	1974	1976	1978	1974-76	1976-78	1974-78
Hospital	(2)	2.1	1.6	(2)	.3	.2	(2)	-23.8	(2)
Allied health[1]		—	42.6		—	4.6		—	
Other		28.4	29.7		3.6	3.2		1.8	
Nonprofit		151.8	115.6		100.0	100.0		-23.8	
Vocational/technical[1]		42.4	7.2		27.9	6.2		-83.0	
Technical institute		1.8	2.2		1.2	1.9		16.7	
Business/office		8.2	16.1		5.4	13.9		96.3	
Cosmetology/barber		.5	—		.3	—		—	
Flight		—	.3		—	.3		—	
Trade		38.4	39.0		25.3	33.7		1.6	
Arts/design[1]		—	4.4		—	3.8		—	
Hospital		59.2	41.2		39.0	35.6		-30.4	
Allied health[1]		—	3.9		—	3.4		—	
Other		1.3	1.3		.9	1.1		—	

[1] Change in definition of type of school. See Appendix B.

[2] Not available.

NOTE.--Details may not add to totals because of rounding.

SOURCE: Directory universe tapes.

Table A-6.--Average number of students and percent change 1974, 1976, and 1978, by control and type of school

Control and type of school	Average number of students			Percent change		
	1974	1976	1978	1974-76	1976-78	1974-78
Total	153.9	164.6	196.1	7.0	19.1	27.4
Vocational/technical[1]	404.6	836.1	789.4	106.6	-5.6	95.1
Technical institute[1]	394.4	436.5	348.5	10.7	-20.2	-16.6
Business/office	257.9	277.8	352.7	7.7	27.0	36.8
Cosmetology/barber	47.3	56.7	61.2	19.9	7.9	29.4
Flight	51.0	51.8	59.5	1.6	14.9	16.7
Trade	213.0	207.3	222.2	-2.7	7.2	4.3
Arts/design[1]	–	–	149.6	–	–	–
Hospital	57.3	63.9	52.6	11.5	-17.7	-8.2
Allied health[1]	–	–	156.6	–	–	–
Other	209.2	150.6	221.0	-28.0	46.7	5.6
Public	508.6	473.1	556.4	-7.0	17.6	9.4
Vocational/technical[1]	621.1	810.8	804.0	30.5	-.8	29.4
Technical institute[1]	682.7	1,064.1	1,571.4	55.9	47.7	130.2
Business/office	600.0	800.0	325.0	33.3	-59.4	-45.8
Cosmetology/barber	50.0	40.9	–	-18.2	–	–
Flight	133.3	122.2	80.0	-8.3	-34.5	-40.0
Trade	813.3	2,029.4	285.7	149.5	-85.9	-64.9
Arts/design[1]	–	–	–	–	–	–
Hospital	51.2	45.6	36.7	-10.9	-19.5	-28.3
Allied health[1]	–	–	71.7	–	–	–
Other	478.0	385.7	905.9	-19.3	134.9	89.5
Private	113.4	123.9	153.1	9.3	23.6	35.0
Vocational/technical[1]	191.5	918.7	717.6	379.7	-21.9	274.7
Technical institute[1]	302.5	294.2	255.4	-2.7	-13.2	-15.6
Business/office	257.6	277.4	352.8	7.7	27.2	37.0
Cosmetology/barber	47.3	56.8	61.2	20.1	7.7	29.4
Flight	50.8	49.5	59.4	-2.6	20.0	16.9
Trade	186.3	208.2	220.9	11.8	6.1	18.6
Arts/design[1]	–	–	149.6	–	–	–
Hospital	58.2	68.3	55.6	17.4	-18.6	-4.5
Allied health[1]	–	–	192.9	–	–	–
Other	141.7	164.1	160.6	15.8	-2.1	13.3

[1] Change in definition of type of school. See Appendix B.

SOURCE: Computed from tables A-1 and A-5.

Table A-7.–Men and women students and percent change 1974, 1976, and 1978, by control and type of school

Control and type of school	Total			Enrollments (000s)						Percent distribution						Percent change					
				Men			Women			Men			Women			Men			Women		
	1974	1976	1978	1974	1976	1978	1974	1976	1978	1974	1976	1978	1974	1976	1978	1974-76	1976-78	1974-78	1974-76	1976-78	1974-78
Total	1,341.1	1,399.1	1,495.2	683.9	682.8	717.7	657.1	716.3	777.5	100.0	100.0	100.0	100.0	100.0	100.0	-.2	5.1	4.9	9.0	8.5	18.3
Vocational/technical	472.2	495.0	478.4	273.5	263.3	268.4	198.7	231.7	210.0	40.0	38.6	37.4	30.2	32.3	27.0	-3.7	1.9	-1.9	16.6	-9.4	5.7
Technical institute	84.8	92.1	34.5	68.9	72.6	30.9	15.9	19.5	3.6	10.1	10.6	4.3	2.4	2.7	.5	5.4	-57.4	-55.2	22.6	-81.5	-77.4
Business/office	320.3	339.2	440.5	130.3	130.6	176.6	190.0	208.6	263.9	19.1	19.1	24.6	28.9	29.1	33.9	.2	35.2	35.5	9.8	26.5	38.9
Cosmetology/barber	113.8	133.0	132.4	12.8	20.7	20.0	101.0	112.3	112.4	1.9	3.0	2.8	15.4	15.7	14.5	61.7	-3.4	56.3	11.2	.1	11.3
Flight	75.7	72.9	63.3	72.7	68.0	58.0	3.1	4.9	5.3	10.6	10.0	8.1	.5	.7	.7	-6.5	-14.7	-20.2	58.1	8.2	71.0
Trade	150.8	158.0	159.1	114.4	112.8	125.5	36.3	45.2	33.6	16.7	16.5	17.5	5.5	6.3	4.3	-1.4	11.3	9.7	24.5	-25.7	-7.4
Arts/design	—	—	36.8	—	—	16.4	—	—	20.4	—	—	2.3	—	—	2.6	—	—	—	—	—	—
Hospital	71.4	71.1	48.2	4.9	5.8	4.1	66.5	65.3	44.1	.7	.8	.6	10.1	9.1	5.6	18.4	-29.3	-16.3	-1.8	-32.5	-33.7
Allied health	—	—	55.6	—	—	8.6	—	—	47.0	—	—	1.2	—	—	6.0	—	—	—	—	—	—
Other	52.1	37.8	46.4	6.4	9.0	9.2	45.6	28.8	37.2	.9	1.3	1.3	6.9	4.0	4.8	40.6	2.2	43.8	-36.8	29.2	-18.4
Public	453.7	468.4	451.8	265.5	256.2	239.8	188.2	212.2	212.0	100.0	100.0	100.0	100.0	100.0	100.0	-3.5	-6.4	-9.7	12.8	-.1	12.6
Vocational/technical	359.6	367.3	405.2	207.5	198.7	222.2	152.1	168.6	183.0	78.2	77.6	92.7	80.8	79.4	86.3	-4.2	11.8	7.1	10.8	8.5	20.3
Technical institute	35.5	41.5	11.0	35.4	26.9	9.9	.1	14.6	1.1	13.3	10.5	4.1	.1	6.9	.5	-24.0	-63.2	-72.0	14,500.0	-92.5	1,000.0
Business/office	.6	.8	1.3	.2	(1)	.5	.4	.8	.8	.1	(1)	.2	.2	.4	.4	—	—	150.0	100.0	0	100.0
Cosmetology/barber	.2	.9	—	—	.1	—	.2	.8	—	—	(1)	—	.1	.4	—	—	—	—	300.0	-100.0	-100.0
Flight	.8	5.5	.4	.7	5.1	.3	.1	.4	.1	.3	2.0	.1	.1	.2	(1)	628.6	-94.1	-57.1	300.0	-75.0	0
Trade	24.4	34.5	4.0	18.0	19.0	3.3	6.4	15.5	.7	6.8	7.4	1.4	3.4	7.3	.3	5.6	-82.6	-81.7	142.2	-95.5	-89.1
Arts/design	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hospital	8.7	9.8	5.4	.8	1.2	.9	7.9	8.6	4.5	.3	.5	.4	4.2	4.1	2.1	50.0	-25.0	12.5	8.9	-47.7	-43.0
Allied health	—	—	9.1	—	—	.8	—	—	8.3	—	—	.3	—	—	3.9	—	—	—	—	—	—
Other	23.9	8.1	15.4	2.9	5.2	1.9	21.0	2.9	13.5	1.1	2.0	.8	11.2	1.4	6.4	79.3	-63.5	-34.5	-86.2	365.5	-35.7
Private	887.4	930.7	1,043.4	418.4	426.6	477.9	469.0	504.1	565.5	100.0	100.0	100.0	100.0	100.0	100.0	2.0	12.0	14.2	7.5	12.2	20.6
Vocational/technical	112.6	127.7	73.2	66.0	64.6	46.2	46.6	63.1	27.0	15.8	15.1	9.7	9.9	12.5	4.8	-2.1	-28.5	-30.0	35.4	-57.2	-42.1
Technical institute	49.3	50.6	23.5	33.5	45.7	21.0	15.8	4.9	2.5	8.0	10.7	4.4	3.4	1.0	.4	36.4	-54.0	-37.3	-69.0	-49.0	-84.2
Business/office	319.7	338.4	439.2	130.1	130.6	176.1	189.6	207.8	263.1	31.1	30.6	36.8	40.4	41.2	46.5	.4	34.8	35.4	9.6	26.6	38.8
Cosmetology/barber	113.6	132.1	132.4	12.8	20.6	20.0	100.8	111.5	112.4	3.1	4.8	4.2	21.5	22.1	19.9	60.9	-2.9	56.3	10.6	.8	11.5
Flight	75.0	67.4	62.9	72.0	62.9	57.7	3.0	4.5	5.2	17.2	14.7	12.1	.6	.9	.9	-12.6	-8.3	-19.9	50.0	15.6	73.3
Trade	126.3	123.5	155.1	96.4	93.8	122.2	29.9	29.7	32.9	23.0	22.0	25.6	6.4	5.9	5.8	-2.3	30.3	26.8	-.7	10.8	10.0
Arts/design	—	—	36.8	—	—	16.4	—	—	20.4	—	—	3.4	—	—	3.6	—	—	—	—	—	—
Hospital	62.7	61.3	42.8	4.1	4.6	3.2	58.6	56.7	39.6	1.0	1.1	.7	12.5	11.2	7.0	12.3	-30.4	-22.0	-3.2	-30.2	-32.4
Allied health	—	—	46.5	—	—	7.8	—	—	38.7	—	—	1.6	—	—	8.8	—	—	—	—	—	—
Other	28.2	29.7	31.0	3.5	3.8	7.3	24.7	25.9	23.7	.8	.9	1.5	5.3	5.1	4.2	8.6	92.1	108.6	4.9	-8.5	-4.0

[1] Less than .05 percent or 50 students.

NOTE.–Details may not add to totals because of rounding.

SOURCE: Totals from Directory universe tapes.

Table A-8.--Full-time/part-time status of men and women students, by control of school: 1978

Control of school	Total			Full time			Part time		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
				Numbers in thousands					
Total	1,495.2	717.7	777.5	1,036.3	459.3	577.0	458.9	258.4	200.5
Public	451.8	239.8	212.0	289.9	161.1	128.8	161.9	78.7	83.2
Private	1,043.4	477.9	565.5	746.4	298.2	448.2	297.0	179.7	117.3
				Percent distribution					
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Public	30.2	33.4	27.3	28.0	35.1	22.3	35.3	30.5	41.5
Private	69.8	66.6	72.7	72.0	64.9	77.7	64.7	69.5	58.5

SOURCE: Directory universe tapes.

Table A-9.--Men and women students and percent change 1974, 1976, and 1978, by control of school and major program

Control of school and major program	Total			Enrollments (000s)						Percent distribution						Percent change					
				Men			Women			Men			Women			Men			Women		
	1974	1976	1978	1974	1976	1978	1974	1976	1978	1974	1976	1978	1974	1976	1978	1974-76	1976-78	1974-78	1974-76	1976-78	1974-78
Total	1,341.1	1,399.1	1,495.2	683.9	682.8	717.7	657.2	716.3	777.5	100.0	100.0	100.0	100.0	100.0	100.0	-.2	5.1	4.9	9.0	8.5	18.3
Agribusiness	8.4	11.8	8.1	6.7	8.9	5.0	1.7	2.9	3.1	1.0	1.3	.7	.3	.4	.4	32.8	-43.8	-25.4	70.6	6.9	82.4
Marketing	173.9	120.0	231.7	103.6	51.2	102.6	70.3	68.8	129.1	15.1	7.5	14.3	10.7	9.6	16.6	-50.6	100.4	-1.0	-2.1	87.6	83.6
Health	168.1	202.2	186.8	17.3	25.3	25.1	150.8	176.9	161.7	2.5	3.7	3.5	22.9	24.7	20.8	46.2	-.8	45.1	17.3	-8.6	7.2
Home economics . . .	2.0	12.1	9.8	.3	1.4	2.9	1.7	10.7	6.9	.1	.2	.4	.3	1.5	.9	366.7	107.1	866.7	529.4	-35.5	305.9
Business/office	293.1	377.9	341.3	66.8	107.9	94.8	226.3	270.0	246.5	9.8	15.8	13.2	34.4	37.7	31.7	61.5	-12.1	41.9	19.3	-8.7	8.9
Technical	107.2	157.8	142.9	98.4	141.3	122.7	8.8	16.5	20.2	14.4	20.7	17.1	1.3	2.3	2.6	43.6	-13.2	24.7	87.5	22.4	129.5
Trades/industry	588.4	517.3	574.6	390.8	346.8	364.6	197.6	170.5	210.0	57.1	50.8	50.8	30.1	23.8	27.0	-11.3	-11.3	-6.7	-13.8	23.2	6.2
Public	453.7	468.4	451.8	265.5	256.2	239.8	188.2	212.2	212.0	100.0	100.0	100.0	100.0	100.0	100.0	-3.5	-6.4	-9.7	12.8	-.1	12.6
Agribusiness	6.3	9.3	5.3	5.9	7.2	3.6	.4	2.1	1.7	2.2	2.8	1.5	.3	1.0	.8	22.0	50.0	-39.0	320.0	-19.0	240.0
Marketing	33.4	15.2	17.6	19.0	7.6	7.2	14.4	7.6	10.4	7.2	3.0	3.0	7.7	3.6	4.9	-60.0	-5.3	-62.1	-47.2	36.8	-27.8
Health	58.9	73.5	74.1	5.4	6.5	10.3	53.5	67.0	63.8	2.0	2.5	4.3	28.4	31.6	30.1	20.4	58.5	90.7	25.2	-4.8	19.3
Home economics . . .	1.8	10.0	8.5	.3	1.2	2.1	1.5	8.8	6.4	.1	.5	.9	.8	4.1	3.0	300.0	75.0	600.0	486.7	-27.3	326.7
Business/office	91.1	96.3	102.7	15.3	14.1	17.5	75.8	82.2	85.2	5.8	5.5	7.3	40.3	38.7	40.2	-7.8	24.1	14.4	8.4	3.6	12.4
Technical	27.0	27.8	28.7	25.1	25.9	24.5	1.9	1.9	4.2	9.5	10.1	10.2	1.0	.9	2.0	3.2	-5.4	-2.4	0	121.1	121.1
Trades/industry	235.2	236.3	214.9	194.5	193.7	174.6	40.7	42.6	40.3	73.3	75.6	72.8	21.6	20.1	19.0	-.4	-9.9	-10.2	4.9	-5.4	-.7
Private	887.4	930.7	1,043.4	418.4	426.6	477.9	469.0	504.1	565.5	100.0	100.0	100.0	100.0	100.0	100.0	2.0	12.0	14.2	7.9	12.2	20.6
Agribusiness	2.1	2.5	2.8	.8	1.7	1.4	1.3	.8	1.4	.2	.4	.3	.2	.2	.2	112.5	-17.6	75.0	-27.3	75.0	27.3
Marketing	140.5	104.8	214.1	84.6	43.6	95.4	55.9	61.2	118.7	20.2	10.2	20.0	11.9	12.1	21.0	-48.5	118.8	12.8	9.5	94.0	112.3
Health	109.2	128.7	112.7	11.9	18.8	14.8	97.3	109.9	97.9	2.8	40.3	3.1	20.7	21.8	17.3	58.0	-21.3	24.4	12.9	-10.9	.6
Home economics . . .	.2	2.1	1.3	—	.2	.8	.2	1.9	.5	—	(1)	.2	(1)	.4	.1	0	400.0	0	850.0	-73.7	150.0
Business/office	202.0	281.6	238.6	51.5	93.8	77.3	150.5	187.8	161.3	12.3	22.0	16.2	32.1	37.3	28.5	82.1	-17.6	50.1	24.8	-14.1	7.2
Technical	80.2	130.0	114.2	73.3	115.4	98.2	6.9	14.6	16.0	17.5	27.1	20.5	1.5	2.9	2.9	57.4	-14.9	34.0	111.6	9.6	131.9
Trades/industry	353.2	281.0	359.7	196.3	153.1	190.0	156.9	127.9	169.7	-46.9	35.9	39.7	33.5	25.4	30.0	-22.0	24.1	-3.2	-18.5	32.7	8.2

[1] Less than .05 percent.

NOTE.--Details may not add to totals because of rounding.

SOURCE: Totals from Directory universe tapes; rest of data computed from sample of schools.

Table A-10.–Major programs offered, by control and type of school: 1978

Control and type of school	Total programs (cumulative)	Agri-business	Marketing/distribution	Health	Home economics	Business/office	Technical	Trades/industry
Total	21,435	179	1,172	2,615	150	5,591	3,075	8,653
Vocational/technical	7,066	158	328	847	127	1,272	419	3,915
Technical institute	233	–	–	1	–	2	144	86
Business/office	4,966	–	533	129	–	4,144	83	77
Cosmetology/barber	2,941	–	–	–	–	–	–	2,941
Flight	2,298	–	–	–	–	–	2,256	42
Trade	1,468	6	37	12	14	126	33	1,240
Arts/design	526	–	79	–	6	1	137	303
Hospital	1,028	–	–	1,025	3	–	–	–
Allied health	658	11	–	601	–	46	–	–
Other	251	4	195	–	–	–	3	49
Public	6,835	158	308	1,048	126	1,095	402	3,698
Vocational/technical	6,504	158	308	769	126	1,093	380	3,670
Technical institute	30	–	–	1	–	–	22	7
Business/office	–	–	–	–	–	–	–	–
Cosmetology/barber	–	–	–	–	–	–	–	–
Flight	–	–	–	–	–	–	–	–
Trade	21	–	–	–	–	–	–	21
Arts/design	–	–	–	–	–	–	–	–
Hospital	149	–	–	149	–	–	–	–
Allied health	131	–	–	129	–	2	–	–
Other	–	–	–	–	–	–	–	–
Private	14,600	21	864	1,567	24	4,496	2,673	4,955
Vocational/technical	562	–	20	78	1	179	39	245
Technical institute	203	–	–	–	–	2	122	79
Business/office	4,966	–	533	129	–	4,144	83	77
Cosmetology/barber	2,941	–	–	–	–	–	–	2,941
Flight	2,298	–	–	–	–	–	2,256	42
Trade	1,447	6	37	12	14	126	33	1,219
Arts/design	526	–	79	–	6	1	137	303
Hospital	879	–	–	876	3	–	–	–
Allied health	527	11	–	472	–	44	–	–
Other	251	4	195	–	–	–	3	49

SOURCE: Sample of schools.

Table A-11.--Enrollments, percent women, number of programs offered, charges, and length of programs in schools, by control and individual program: 1978

Individual program	Total	Enrollments[1]				Programs offered			Mean charges		Mean length (hours)	
		Public		Private								
		Total	Percent Women	Total	Percent Women	Total	Public	Private	Public	Private	Public	Private
Total	1,170,328	350,388	41.2	819,840	49.6	21,435	6,835	14,600	$345	$1,615	1,182	922
Agribusiness	5,958	4,220	28.6	1,738	51.3	179	158	21	$326	$2,514	1,116	888
Agri production	1,187	903	16.4	284	88.2	34	30	4	408	4,561	1,202	1,971
Agri supplies	1,047	247	3.2	800	7.5	24	20	4	571	1,250	1,128	128
Veterinarian assistant	706	119	79.8	587	92.0	16	4	12	399	2,091	2,056	705
Agri mechanics	356	356	–	–	–	17	17	–	342	–	1,439	–
Agri products	22	22	27.3	–	–	4	4	–	265	–	1,461	–
Ornamental horticulture	2,256	2,256	40.1	–	–	72	72	–	221	–	911	–
Agri resources	58	58	5.2	–	–	3	3	–	514	–	1,700	–
Forestry	135	135	4.4	–	–	4	4	–	312	–	1,089	–
Agribusiness, other	(2)	124	29.8	(2)	88.1	5	4	1	136	(2)	1,004	(2)
Marketing/distribution	181,828	13,573	53.8	168,355	49.5	1,172	308	864	$310	$ 926	899	327
Advertising	252	34	67.6	218	22.0	7	1	6	1,170	2,470	2,160	1,177
Apparel	28,146	1,462	72.5	27,684	85.7	356	39	317	576	1,357	1,458	458
Finance/credit	3,893	1,043	68.3	2,850	45.8	120	30	90	320	356	1,024	134
Floristry	1,910	442	86.9	1,468	86.0	59	14	45	169	700	516	267
Food distribution	(2)	189	68.8	(2)	–	7	6	1	15	(2)	312	(2)
Food services	1,423	1,268	47.1	155	–	51	42	9	325	484	1,161	451
General merchandise	2,035	1,744	71.7	291	100.0	31	18	12	32	153	157	95
Home furnishings	256	256	73.0	–	–	9	9	–	416	–	1,018	–
Hotel/lodging	2,649	1,128	38.7	1,521	44.3	20	4	16	343	2,054	1,109	574
Insurance	4,524	89	29.2	4,435	38.4	16	3	13	280	134	768	76
International trade	25	25	–	–	–	1	1	–	458	–	1,254	–
Personal services	57	57	89.5	–	–	2	2	–	338	–	928	–
Petroleum sales	0	0	–	–	–	1	1	–	20	–	72	–
Real estate	112,139	286	22.7	111,853	41.0	236	14	222	120	166	348	75
Recreation/tourism	7,988	211	71.1	7,777	71.5	45	7	38	348	1,031	873	270
Transportation	2,983	639	32.7	2,344	22.6	34	15	18	178	971	939	455
Retail trade, other	6,855	2,581	34.1	4,274	41.0	138	75	63	344	2,437	1,163	854
Distributive ed, other	5,598	2,119	53.8	3,478	10.9	39	26	13	231	232	1,006	107
Health	146,768	55,565	80.4	91,203	78.5	2,615	1,048	1,567	$454	$1,664	1,214	1,977
Dental assistant	9,887	2,034	79.9	7,853	80.2	195	57	138	425	1,659	919	695
Dental lab tech	2,687	561	44.7	2,126	38.7	80	21	59	1,095	1,947	2,042	924
Dental, misc	1,523	373	49.9	1,150	26.3	44	5	39	2,016	2,872	1,840	1,178
Cytotechnology	60	4	–	56	–	15	1	14	NA	640	NA	2,000
Histology	(2)	–	–	(2)	–	1	–	1	–	(2)	–	(2)
Medical lab assistant	1,959	759	75.0	1,200	88.0	51	25	26	364	1,104	1,361	1,001
Hematology	(2)	–	–	(2)	–	1	–	1	–	(2)	–	(2)
Medical lab, misc	1,547	149	63.8	1,398	73.6	43	6	37	986	2,233	1,807	2,108
Nurse (associate)	600	182	52.7	418	–	29	4	25	675	375	2,880	2,605
Nurse (practical)	34,702	29,383	91.0	5,319	87.1	568	457	111	506	1,137	1,483	1,679
Nurse (assistant)	12,595	7,255	82.2	5,338	83.2	208	146	62	88	608	263	305
Psychiatric aide	827	705	44.7	122	76.9	24	9	15	213	1,854	1,377	955
Surgical technician	1,067	897	72.1	170	71.2	55	39	16	517	2,218	1,168	1,242
Nurse, other	44,351	3,864	76.8	40,487	76.9	322	35	287	2,155	3,450	2,448	2,848
Occupational therapy	(2)	208	25.5	(2)	–	7	4	3	224	NA	461	NA
Rehabilitation, misc	0	0	–	–	–	1	1	–	NA	–	NA	–
Radiologic tech	5,765	735	65.8	6,030	75.0	443	45	398	257	607	2,374	3,526
Radiation therapy	8	8	50.0	–	–	5	5	–	NA	–	NA	–
Nuclear medical tech	601	108	21.3	393	–	30	7	23	482	953	331	1,648
Radiologic, other	12	12	100.0	–	–	4	4	–	NA	–	NA	–
Ophthalmic tech	394	234	60.0	160	60.0	18	9	9	140	2,260	1,098	287
Mental health tech	(2)	72	37.5	(2)	–	3	2	1	255	(2)	1,692	(2)
EEG tech	376	12	–	364	84.4	9	1	8	632	1,667	1,416	1,220
EKG tech	477	57	86.0	420	90.0	14	1	13	110	1,108	75	775
Respiratory tech	1,089	449	55.2	640	49.9	53	16	37	360	1,669	1,091	1,255
Medical assistant (office)	14,486	1,367	65.9	13,119	92.8	206	48	158	392	1,888	1,040	686
Medical emergency tech	2,622	2,313	13.8	309	50.5	33	28	5	79	1,460	367	476
Mortuary science	2,590	62	41.9	2,528	13.8	33	1	32	NA	1,738	1,080	232
Medical records tech.	657	484	71.6	173	91.1	21	10	11	104	2,132	584	482
Physician's assistant	(2)	30	50.0	(2)	100.0	3	1	2	NA	(2)	1,440	(2)
Health, other	4,279	3,247	79.1	1,032	87.6	96	60	36	210	1,136	665	841

Table A-11.--Enrollments, percent women, number of programs offered, charges, and length of programs in schools, by control and individual program: 1978 (Continued)

Program	Total	Enrollments[1]				Programs offered			Mean charges		Mean length (hours)	
		Public		Private								
		Total	Percent Women	Total	Percent Women	Total	Public	Private	Public	Private	Public	Private
Home economics	7,588	6,406	70.5	1,182	67.0	160	126	24	$344	$1,149	803	481
Care/guidance of children	(2)	1,942	86.3	(2)	–	49	48	1	206	(2)	683	(2)
Clothing management	259	103	94.2	166	35.9	10	5	6	49	922	280	197
Food management	3,337	2,396	59.1	941	64.7	65	46	16	571	1,274	1,196	506
Home furnishings	(2)	300	31.0	(2)	–	7	6	1	766	(2)	386	(2)
Institutional/home mgt	135	135	73.3	–	–	5	5	–	30	–	498	–
Home economics, other	(2)	1,530	74.3	(2)	–	14	13	1	39	NA	274	(2)
Business/office	267,247	77,671	77.3	189,576	84.4	5,691	1,095	4,496	$270	$1,621	983	956
Accounting	32,931	10,397	66.9	22,534	46.5	983	190	793	307	2,047	1,041	1,111
Computer operator	1,534	97	39.2	1,437	24.6	60	5	55	255	1,408	547	364
Keypunch operator	18,106	2,710	82.4	15,396	82.7	247	45	202	127	666	377	266
Computer programmer	17,084	2,640	37.9	14,644	35.0	184	26	166	356	2,242	1,132	563
Systems analyst	100	–	–	100	14.0	7	–	7	–	2,268	–	586
Business data processing	10,025	3,689	51.7	6,336	24.6	185	76	107	290	2,164	1,008	872
General office	28,626	16,292	83.6	12,334	66.4	736	200	536	241	1,275	624	691
Information occupations	511	323	96.3	186	–	16	6	12	NA	174	27	30
Materials support	4	4	–	–	–	1	1	–	471	–	1,320	–
Secretary and related	96,642	16,442	83.5	77,200	85.3	2,274	317	1,957	316	1,977	980	1,106
Supervisory/adm mgt	31,910	868	56.2	31,022	28.9	444	34	410	253	2,321	1,123	1,174
Typing and related	7,491	5,764	84.0	1,727	67.0	149	68	81	61	433	360	162
Business/office, other	23,283	16,526	80.4	6,758	89.3	303	123	160	264	1,180	673	670
Technical	111,345	22,812	6.0	88,533	10.6	3,075	402	2,673	$566	$2,317	1,644	240
Aeronautical tech	(2)	723	10.0	(2)	6.5	11	10	1	621	(2)	1,865	(2)
Agricultural tech	(2)	1,287	9.5	(2)	12.5	27	26	1	886	(2)	2,078	(2)
Architectural tech	914	438	18.3	476	3.2	16	9	7	960	4,072	2,100	1,464
Automotive tech	1,946	1,116	1.3	830	1.1	26	16	6	1,266	4,324	1,677	2,595
Chemical tech	(2)	197	26.4	(2)	–	10	9	1	656	NA	2,123	NA
Civil tech	1,101	947	11.5	154	–	32	26	6	396	2,737	1,460	1,617
Electrical tech	2,115	1,537	1.2	578	1.2	36	32	4	449	2,601	2,090	1,512
Electronic tech	17,743	5,721	4.3	12,022	3.8	213	126	67	574	3,163	2,037	1,514
Electromechanical tech	(2)	585	4.6	(2)	14.3	15	12	3	473	NA	2,067	(2)
Environmental control tech	(2)	127	9.4	(2)	.6	9	6	3	264	(2)	1,526	(2)
Industrial tech	62	62	16.1	–	–	6	6	–	510	–	1,267	–
Instrumental tech	(2)	289	2.1	(2)	13.3	12	9	3	276	(2)	1,738	(2)
Mechanical tech	(2)	1,186	3.3	(2)	10.4	34	31	3	462	(2)	1,381	(2)
Metallurgical tech	84	64	2.4	–	–	3	3	–	392	–	1,624	–
Petroleum tech	27	27	11.1	–	–	1	1	–	353	–	976	–
Scientific data processing	2,930	644	45.3	2,286	15.6	41	12	29	1,310	3,623	1,618	1,434
Legal assistant	1,772	162	96.9	1,610	79.6	39	2	37	306	1,193	609	1,226
Commercial pilot training	54,846	60	60.0	64,786	7.4	2,256	3	2,255	NA	2,327	NA	62
Fire/safety tech	3,431	3,431	9.5	–	–	5	5	–	419	–	2,439	–
Forestry tech	106	106	8.5	–	–	3	3	–	276	–	2,046	–
Police science tech	(2)	38	21.1	(2)	–	2	1	1	750	(2)	682	(2)
Teacher's assistant	38	36	97.4	–	–	3	3	1	225	–	663	–
Library assistant	0	0	–	–	–	1	1	–	NA	–	NA	–
Broadcast tech	8,806	1,110	6.9	7,696	16.1	168	31	137	442	1,464	1,683	57
Performing artists	6,767	–	–	6,767	32.0	73	–	73	–	1,621	–	1,337
Technical, other	823	314	14.6	509	.7	24	11	13	440	2,642	1,630	076
Air pollution tech	(2)	–	–	(2)	–	1	–	1	–	(2)	–	(2)
Water/waste water tech	2,673	2,673	10.1	–	–	7	7	–	628	–	2,088	–
Trades/industry	449,494	170,141	14.5	279,353	48.4	8,553	3,698	4,855	$316	$1,156	1,214	1,026
Air conditioning repair	15,664	9,414	3.0	6,250	.9	269	206	63	329	1,724	1,208	762
Appliance repair	3,146	2,330	3.3	816	9.9	77	66	11	374	1,260	1,218	765
Body/fender repair	9,707	7,645	2.4	2,062	.4	233	189	44	297	1,304	1,218	668
Auto mechanic	36,645	18,602	3.9	18,043	1.2	414	304	110	363	1,960	1,438	860
Auto specialist/repair	2,256	1,449	16.0	807	3.6	67	25	42	163	662	336	341
Auto services, other	2,719	1,008	6.0	1,711	.7	72	47	25	314	1,456	856	763
Aircraft maintenance	6,067	2,491	5.7	3,576	1.0	79	39	40	394	2,195	1,740	1,160
Aircraft operations	(2)	–	–	(2)	75.0	3	–	3	–	(2)	–	(2)
Ground operations	114	114	60.9	–	–	2	2	–	200	–	648	–
Blueprint reading	764	756	24.1	8	25.0	25	21	4	35	206	68	45
Business machine maint	1,736	923	15.6	813	9.3	59	32	27	603	2,131	1,128	1,135

Table A-11.--Enrollments, percent women, number of programs offered, charges, and length of programs in schools, by control and individual program: 1978 (Continued)

Program	Total	Enrollments[1]				Programs offered			Mean charges		Mean length (hours)	
		Public		Private								
		Total	Percent Women	Total	Percent Women	Total	Public	Private	Public	Private	Public	Private
Commercial art	18,299	3,248	59.8	15,051	67.6	365	97	268	314	2,768	932	1,407
Commercial fishing	80	80	10.0	–	–	8	8	–	45	–	242	–
Commercial photography	3,470	1,027	29.6	2,443	39.3	81	32	49	316	2,699	777	1,073
Carpentry (construction)	7,052	6,172	6.4	880	3.0	194	172	22	393	1,700	1,433	1,131
Electricity (construction)	6,740	4,898	6.6	1,842	3.1	98	78	20	278	860	1,164	532
Heavy equipment maint	3,008	2,385	3.4	623	1.7	71	54	17	467	1,180	1,260	389
Masonry	3,118	2,726	1.7	392	3.3	111	100	11	212	645	1,294	679
Painting/decorating	383	383	2.6	–	–	9	9	–	284	–	1,064	–
Plumbing/pipefitting	2,400	1,664	5.3	736	2.0	72	58	14	259	1,217	960	689
Drywall installation	131	131	11.5	–	–	3	3	–	14	–	40	–
Roofing	(2)	39	53.8	(2)	6.8	3	2	1	30	(2)	660	(2)
Construction, other	2,120	1,700	6.6	420	4.4	49	39	10	249	1,160	995	874
Custodial services	1,074	794	7.1	280	6.4	21	12	9	460	530	998	213
Diesel mechanic	10,308	3,743	.4	6,565	6.3	118	81	37	456	2,339	1,600	722
Drafting	15,313	10,751	15.7	4,562	16.8	398	274	124	337	1,939	1,609	926
Electrical occupations	6,548	4,737	8.0	1,811	.0	144	118	26	181	1,695	1,434	949
Radio/TV repair	6,373	4,009	3.7	2,364	5.9	175	92	83	367	1,495	1,860	746
Electronics, other	13,026	5,566	12.4	7,460	6.0	261	119	142	271	1,631	1,271	792
Fabric maintenance	(2)	158	9.5	(2)	90.0	5	4	1	25	(2)	1,140	NA
Foreman/supervisor/mgt	1,195	1,195	7.5	–	–	7	7	–	511	–	1,269	–
Graphic arts	6,493	3,918	25.9	2,575	18.8	190	104	86	$ 290	$1,722	1,035	658
Industrial atomic energy	414	414	31.4	–	–	5	5	–	279	–	1,155	–
Instrument maint/repair	3,348	688	12.9	2,660	14.3	61	26	35	1,037	1,802	1,168	1,267
Maritime occupations	4,980	486	3.9	4,494	.9	86	16	70	224	631	1,042	319
Machine shop occupations	10,090	9,217	7.4	873	7.2	198	184	14	263	835	1,357	868
Machine tool operating	1,464	904	7.5	560	–	44	38	6	318	NA	1,756	945
Welding and cutting	29,821	18,714	4.6	11,107	7.3	467	301	166	248	1,588	987	616
Tool and die making	882	564	3.0	318	3.0	43	19	24	323	5,968	1,453	2,735
Metalworking, other	3,523	1,306	6.6	2,217	4.2	67	38	29	367	1,558	1,289	550
Metallurgy occupations	1,039	936	3.0	103	2.9	30	26	4	79	783	723	460
Barbering	10,686	1,006	30.7	9,680	46.2	234	30	204	263	1,265	991	1,499
Cosmetology	118,996	6,537	80.0	112,459	87.7	2,484	127	2,357	264	842	1,141	1,311
Personal services, other	3,871	38	–	3,833	32.8	413	1	412	20	282	160	272
Plastics occupations	80	60	3.3	20	–	9	4	5	308	2,840	1,380	1,400
Fireman training	174	174	1.1	–	–	9	9	–	12	–	102	–
Law enforcement training	4,778	1,196	12.0	3,582	11.7	36	17	19	160	908	678	175
Public services, other	165	25	–	140	–	9	2	7	210	1,200	549	600
Quantity food occupations	14,835	4,218	26.2	10,617	35.4	156	92	64	333	447	944	183
Refrigeration	(2)	–	–	(2)	–	2	–	2	–	(2)	–	–
Small engine repair	4,142	3,263	7.3	879	4.7	102	94	8	290	1,307	922	698
Stationary energy sources	1,670	739	.3	931	–	17	11	6	197	1,191	949	522
Textile production	6,551	6,128	78.2	423	51.6	114	94	20	414	1,065	718	504
Leatherworking	258	258	9.7	–	–	6	6	–	511	–	1,147	–
Upholstering	2,390	1,827	34.8	563	27.4	66	52	14	408	1,277	1,158	603
Woodworking	(2)	2,024	12.3	(2)	–	53	50	3	368	(2)	1,144	(2)
Truck driving	27,828	1,393	21.5	26,435	11.8	118	25	93	239	897	671	157
Dog grooming	2,126	–	–	2,126	78.8	74	–	74	–	729	–	238
Trades/industry, other	6,443	5,072	16.4	1,371	2.7	71	40	31	273	1,166	865	87

[1] Total enrollments for each major program in this table are different from those in table A-9. Enrollments in this table are based only on those sampled schools that reported charges and length of programs. The percent that women made up of each program is also based on these sampled schools.

[2] To maintain confidentiality of information, data on enrollments are not shown if fewer than four private schools offered an individual program.

NOTE.--NA means not available.

Table A-12.--Major programs offered and percent change, by control: 1974, 1976, and 1978

Control of school and major program	Number			Percent change		
	1974	1976	1978	1974-76	1976-78	1974-78
Total	23,891	27,292	21,435	14.2	-21.5	-10.3
Agribusiness	217	311	179	43.3	-42.4	-17.5
Marketing	1,280	1,211	1,172	-5.4	-3.2	-8.4
Health	2,410	3,074	2,615	27.6	-14.9	8.5
Home economics	61	180	150	195.1	-16.7	145,9
Business/office	6,142	6,761	5,591	10.1	-17.3	-9.0
Technical	4,755	5,699	3,075	19.9	-46.0	-35.3
Trades/industry	9,026	10,056	8,653	11.4	-14.0	-4.1
Public						
Total	6,057	7,449	6,835	23.0	- 8.2	12.8
Agribusiness	147	211	158	43.5	25.1	7.5
Marketing	252	220	308	-12.7	40.0	22.2
Health	836	1,305	1,048	56.1	-19.7	25.4
Home economics	53	138	126	160.4	-8.7	137.7
Business/office	1,009	1,078	1,095	6.8	1.6	8.5
Technical	300	651	402	117.0	-38.2	34.0
Trades/industry	3,460	3,846	3,698	11.2	-3.8	11.2
Private						
Total	17,834	19,843	14,600	11.3	-26.4	-18.1
Agribusiness	70	100	21	42.9	-79.0	-70.0
Marketing	1,028	991	864	-3.6	-12.8	-16.0
Health	1,574	1,769	1,567	12.4	-11.4	-.4
Home economics	8	42	24	425.0	-42.9	200.0
Business/office	5,133	5,683	4,496	10.7	-20.9	-12.4
Technical	4,455	5,048	2,673	13.3	-47.0	-40.0
Trades/industry	5,566	6,210	4,955	11.6	-20.2	-11.0

SOURCE: Sample of schools.

Table A-13.--Completers/leavers and continuations/dropouts, by control of school: 1976 and 1978

(In thousands)

Item	Total		Public		Private	
	1976	1978	1976	1978	1976	1978
Total enrollments	1,399.1	1,495.2	468.4	451.8	930.7	1,043.4
Completers/leavers	807.0	976.4	230.0	247.1	577.0	729.3
Completers	*699.3*	*863.0*	*192.1*	*206.0*	*507.2*	*657.0*
Leavers	*107.7*	*113.4*	*37.9*	*41.1*	*69.8*	*72.3*
Continuations/dropouts	592.1	518.8	238.4	204.7	353.7	314.1

NOTE.--Details may not add to totals because of rounding.

SOURCE: Totals from Directory universe tapes; rest of data computed from sample of schools.

Table A-14.--Completers and leavers, by type and control of school: 1978

Type of school	Total			Public			Private		
	Total enrollment (000s)	Percent of total		Total enrollment (000s)	Percent of total		Total enrollment (000s)	Percent of total	
		Completers	Leavers		Completers	Leavers		Completers	Leavers
Total	1,495.2	56.3	7.8	451.8	45.6	9.1	1,043.4	63.0	6.9
Vocational/technical .	478.4	42.8	9.9	405.2	42.1	9.8	73.2	55.1	11.5
Technical institute . . .	34.5	68.0	2.7	11.0	95.3	(1)	23.5	44.5	5.1
Business/office.	440.5	59.4	9.7	1.3	–	–	439.2	59.4	9.7
Cosmetology/barber . .	132.4	68.1	3.9	–	–	–	132.4	68.1	3.9
Flight.	63.3	74.1	5.8	.4	–	–	62.9	74.1	5.8
Trade.	159.1	67.5	7.3	4.0	44.7	–	155.1	67.7	7.3
Arts/design	36.8	66.8	5.7	–	–	–	36.8	66.8	5.8
Hospital	48.2	43.7	3.0	5.4	49.0	(1)	42.8	43.4	3.0
Allied health	55.6	73.4	6.9	9.1	61.3	12.5	46.5	78.0	5.0
Other.	46.4	86.4	4.1	15.4	–	–	31.0	86.4	4.1

[1] Less than .05 percent.

NOTE.--Details may not add to totals because of rounding.

SOURCE: Totals from Directory universe tapes; test of data computed from sample of schools.

Table A-15.--Completers/leavers and continuations/dropouts, by sex and control of school: 1976 and 1978

(In thousands)

Item	Total		Public		Private	
	Men	Women	Men	Women	Men	Women
			1976			
Total enrollment	682.8	716.3	256.0	212.4	426.8	503.9
Completers/leavers	351.7	455.3	108.7	121.3	243.0	334.0
Completers.............	*298.1*	*401.2*	*86.8*	*105.3*	*211.3*	*295.9*
Leevars	*53.6*	*54.1*	*21.9*	*16.0*	*31.7*	*38.1*
Continuations/dropouts	331.1	261.0	147.3	91.1	183.8	169.9
			1978			
Total enrollment	717.7	777.5	258.5	193.3	459.2	584.2
Completers/leavers.........	439.4	537.0	131.1	116.0	308.3	421.0
Completers	*385.8*	*477.2*	*109.6*	*96.4*	*276.2*	*380.8*
Levers	*53.6*	*59.8*	*21.5*	*19.6*	*32.1*	*40.2*
Continuations/dropouts	278.3	240.5	127.4	77.3	150.9	163.2

NOTE.--Details may not add to totals because of rounding.
SOURCE: Totals from Directory universe tapes; rest of data computed from sample of schools.

Table A-16.--Completers and leavers, by sex and control of school and by type of program: 1976 and 1978

Control of school and major program	1976									1978								
	Enrollment (000s)			Percent of enrollment						Enrollment (000s)			Percent of enrollment					
				Completers			Leavers						Completers			Leavers		
	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women
Total	1,399.1	682.8	716.3	49.7	45.4	53.4	7.7	8.2	7.3	1,495.2	717.7	777.5	57.7	53.8	61.4	7.6	7.5	7.7
Agribusiness	11.8	8.9	2.9	51.4	49.4	50.0	5.4	6.2	3.3	8.1	5.0	3.1	51.7	48.5	56.0	7.3	7.8	6.6
Marketing/distribution	120.0	51.2	68.8	72.4	70.7	73.5	7.7	8.5	7.1	231.7	102.6	129.1	78.5	77.4	79.4	8.7	9.7	8.0
Health	202.2	25.3	176.9	56.1	59.1	55.7	3.9	4.6	3.9	186.8	25.1	161.7	57.2	62.1	56.7	4.5	4.7	4.4
Home economics	12.1	1.4	10.7	33.7	21.4	35.7	4.1	14.3	2.4	9.8	2.9	6.9	50.1	35.5	55.1	8.7	8.5	8.8
Business/office	377.9	107.9	270.0	42.8	30.7	47.4	10.6	7.0	12.0	341.3	94.8	246.5	42.8	37.9	44.4	11.0	7.5	12.2
Technical	157.8	141.3	16.5	49.1	49.1	48.5	8.3	8.6	5.8	142.9	122.7	20.2	59.2	59.3	59.0	6.3	6.4	5.2
Trades/industry	517.3	346.8	170.5	48.4	45.1	55.4	7.3	8.8	4.2	574.6	364.6	210.0	57.6	53.2	65.8	7.0	8.2	4.9
Public																		
Total	468.4	256.2	212.2	41.0	34.1	49.1	8.1	8.7	7.5	451.8	258.5	193.3	45.6	42.4	49.9	9.1	8.3	10.1
Agribusiness	9.3	7.2	2.1	41.8	41.8	42.1	7.0	7.5	5.3	5.3	3.6	1.7	46.7	47.7	44.8	8.6	7.9	9.9
Marketing/distribution	15.2	7.6	7.6	40.6	37.7	43.4	8.5	11.3	5.7	17.6	7.2	10.4	52.6	49.1	55.3	6.2	6.1	6.3
Health	73.5	6.5	67.0	62.1	50.9	63.1	5.5	5.3	5.5	74.1	10.3	63.8	61.4	55.0	61.9	5.6	4.9	5.7
Home economics	10.0	1.2	8.8	38.3	30.0	39.4	3.7	10.0	2.8	8.5	2.1	6.4	49.2	31.1	55.0	10.5	11.2	10.2
Business/office	96.3	14.1	82.2	38.0	26.0	40.0	11.0	4.8	11.1	102.7	17.5	85.2	34.3	26.8	35.5	13.6	10.0	14.2
Technical	27.8	25.9	1.9	30.7	30.4	37.5	4.5	4.8	(1)	28.7	24.5	4.2	52.1	51.9	55.5	6.1	6.2	5.4
Trades/industry	236.3	193.7	42.6	34.6	34.0	39.0	8.6	9.1	5.1	214.9	174.6	40.3	44.0	43.2	49.7	8.8	9.1	7.2
Private																		
Total	930.7	426.6	504.1	54.5	53.3	55.3	7.5	7.9	7.2	1,043.4	459.2	584.2	63.0	60.1	65.2	6.9	7.0	6.9
Agribusiness	2.5	1.7	.8	80.0	92.9	63.6	(1)	(1)	(1)	2.8	1.4	1.4	75.6	80.7	75.1	.9	–	1.0
Marketing/distribution	104.8	43.6	61.2	78.3	78.8	78.0	7.5	7.8	7.3	214.1	95.4	118.7	81.3	80.2	82.1	9.0	10.0	8.2
Health	128.7	18.8	109.9	51.7	63.0	50.1	2.8	4.2	2.6	112.7	14.8	97.9	54.9	65.0	53.5	3.8	4.5	3.7
Home economics	2.1	.2	1.9	11.7	(1)	15.4	5.9	25.0	(1)	1.3	.8	.5	54.0	49.7	56.0	1.1	–	1.7
Business/office	281.6	93.8	187.8	44.5	31.4	50.8	10.4	6.4	12.4	238.6	77.3	161.3	47.4	40.6	50.3	9.7	7.0	10.8
Technical	130.0	115.4	14.6	53.6	54.1	49.5	9.2	9.7	6.3	114.2	98.2	16.0	63.0	63.2	61.1	6.5	6.6	5.1
Trades/industry	281.0	153.1	127.9	59.3	60.1	58.7	6.3	8.3	4.0	359.7	190.0	169.7	67.3	65.5	68.9	5.7	7.2	4.4

[1] Less than .05 percent.

NOTE.--Details may not add to totals because of rounding.

SOURCE: Enrollments from 1976 and 1978 Directory universe tapes; rest of data computed from sample of schools.

Table A-17.--Output (completers and leavers, combined), by sex and control of school and by individual program: 1978

Output as percent of enrollments

Individual program	Public			Private		
	Total	Men	Women	Total	Men	Women
Total	54.7	50.7	60.0	69.9	71.2	69.0
Agribusiness	55.3	55.6	54.7	76.5	80.7	76.1
Agri production	64.0	66.5	50.5	89.8	93.3	89.4
Agri supplies	50.2	49.8	62.5	—	—	—
Veterinarian assistant	100.0	100.0	100.0	65.5	63.2	65.6
Agri mechanics	58.5	58.5	—	—	—	—
Agri products	90.9	87.5	100.0	—	—	—
Ornamental horticulture	50.3	49.7	50.9	—	—	—
Agri resources	55.2	56.4	33.3	—	—	—
Forestry	57.8	60.0	—	—	—	—
Agribusiness, other	39.4	44.6	27.6	74.6	75.0	74.6
Marketing/distribution	58.8	55.2	61.6	90.3	90.2	90.3
Advertising	29.4	36.4	26.1	97.6	100.0	95.8
Apparel	42.9	38.5	44.1	85.5	74.3	86.2
Finance/credit	59.6	42.5	68.4	85.8	85.6	86.2
Floristry	83.2	50.0	86.0	98.5	98.3	98.6
Food distribution	19.1	23.8	8.6	100.0	100.0	100.0
Food services	44.8	51.4	38.0	100.0	100.0	100.0
General merchandise	88.8	82.1	90.7	91.7	68.4	93.3
Home furnishings	40.3	37.5	42.5	—	—	—
Hotel/lodging	—	—	—	42.4	46.5	39.1
Insurance	80.0	77.8	100.0	60.0	42.9	100.0
Personal services	75.4	50.0	78.4	—	—	—
Real estate	81.3	72.5	95.8	95.5	95.5	95.5
Recreation/tourism	57.3	62.3	55.3	90.3	88.8	90.7
Transportation	76.4	79.8	68.8	59.2	56.5	90.4
Retail trade, other	47.5	45.7	51.4	27.0	14.6	38.3
Distributive ed, other	70.7	66.1	74.7	98.5	99.1	93.1
Health	67.0	59.9	67.6	58.6	69.5	67.2
Dental assistant	71.7	15.4	72.4	83.7	76.8	83.8
Dental lab tech	54.9	50.0	59.6	68.6	65.6	74.4
Dental, misc	41.2	37.7	46.9	77.9	76.2	82.3
Cytotechnology	—	—	—	100.0	—	100.0
Histology	—	—	—	100.0	100.0	100.0
Medical lab assistant	52.4	52.5	62.3	72.5	64.1	73.5
Hematology	—	—	—	100.0	—	100.0
Medical lab, misc	87.0	80.0	87.4	71.8	75.2	70.8
Nurse (associate)	100.0	100.0	100.0	36.8	43.6	30.9
Nurse (practical)	68.1	58.8	68.6	80.7	64.2	81.5
Nurse (assistant)	76.0	65.5	76.6	91.2	84.5	91.9

Table A-17.--Output (completers and leavers, combined), by sex and control of school and by individual program: 1978 (Continued)

Individual program	Output as percent of enrollments					
	Public			Private		
	Total	Men	Women	Total	Men	Women
Psychiatric aide	–	–	–	97.5	100.0	96.7
Surgical technician	75.5	68.3	76.6	41.4	36.4	42.4
Nurse, other	35.0	–	39.6	40.0	39.0	40.0
Occupational therapy	35.0	–	39.6	100.0	100.0	100.0
Radiologic tech	47.2	40.5	51.0	63.0	65.6	62.3
Nuclear medical tech	54.2	57.1	50.0	95.7	98.1	92.5
Ophthalmic tech	61.2	44.2	67.5	–	–	–
Mental health tech	59.5	80.0	48.1	48.3	42.9	53.5
EKG tech	89.5	87.5	89.8	–	–	–
Respiratory tech	51.7	52.2	51.7	87.5	72.6	97.1
Medical assistant (office)	75.7	92.2	73.7	75.9	70.4	76.1
Medical emergency tech	78.3	79.6	65.5	87.1	85.0	89.1
Mortuary science	–	–	–	94.0	94.1	93.4
Medical records tech	62.9	30.8	66.0	91.1	100.0	90.5
Physician's assistant	–	–	–	76.4	–	76.4
Health, other	73.9	64.0	75.7	80.0	66.7	100.0
Home economics	59.7	42.3	65.2	55.1	49.7	57.7
Care/guidance of children	75.0	65.5	75.2	44.0	–	47.8
Clothing management	100.0	100.0	100.0	100.0	100.0	100.0
Food management	49.2	38.8	55.8	52.4	49.7	54.0
Home furnishings	63.3	69.9	58.1	–	–	–
Institutional/home mgt	57.0	16.7	71.7	–	–	–
Home economics, other	52.9	46.9	54.7	–	–	–
Business/office	47.9	36.8	49.7	57.1	47.6	61.1
Accounting	45.3	42.6	46.5	54.2	53.2	55.1
Computer operator	53.2	46.5	60.0	84.1	84.2	83.1
Keypunch operator	57.5	48.9	58.1	74.4	71.9	74.7
Computer programmer	22.5	24.6	19.8	76.2	75.7	77.2
Systems analyst	–	–	–	97.0	100.0	78.6
Business data processing	42.1	38.0	45.3	53.8	61.9	59.6
General office	46.9	42.8	47.1	70.1	53.0	71.1
Information occupations	100.0	100.0	100.0	89.4	91.4	83.3
Materials support	25.0	25.0	–	–	–	–
Secretary and related	–	–	–	55.5	30.8	56.5
Supervisory/adm mgt	50.0	36.2	64.3	33.9	30.0	48.2
Typing and related	48.0	20.4	51.0	91.0	100.0	90.2
Business/office, other	47.4	38.9	48.4	71.0	82.8	70.3

Table A-17.--Output (completers and leavers, combined), by sex and control of school and by individual program: 1978 (Continued)

Individual program	Output as percent of enrollments					
	Public			Private		
	Total	Men	Women	Total	Men	Women
Technical	58.2	58.1	60.9	69.5	69.8	66.2
Aeronautical tech	28.1	28.8	5.6	42.1	43.0	28.6
Agricultural tech	30.2	33.2	9.8	50.0	50.0	50.0
Architectural tech	41.9	43.0	25.0	66.6	67.2	33.3
Automotive tech	40.6	40.4	50.0	58.0	58.3	37.5
Chemical tech	62.9	57.9	76.9	–	–	–
Civil tech	43.8	45.0	35.7	30.1	30.1	–
Electrical tech	29.9	30.1	22.2	17.1	17.1	–
Electronic tech	39.6	39.7	37.4	48.4	48.7	39.4
Electromechanical tech	40.2	41.2	–	64.8	64.9	64.3
Environmental control tech .	2.8	2.9	–	72.4	100.0	72.3
Industrial tech	40.3	36.5	60.0	–	–	–
Instrumentation tech	45.9	46.1	40.0	100.0	100.0	100.0
Mechanical tech	51.2	51.9	18.8	49.6	52.4	25.0
Metallurgical tech	42.9	42.9	–	–	–	–
Petroleum tech	85.2	83.3	100.0	–	–	–
Scientific data processing . .	29.1	24.8	32.8	74.1	73.9	81.8
Legal assistant	59.7	–	59.7	65.0	65.0	–
Commercial pilot training . .	–	–	–	80.9	81.1	76.9
Fire/safety tech	96.9	96.8	98.2	–	–	–
Forestry tech	64.0	66.7	–	–	–	–
Police science tech	–	–	–	33.3	36.4	25.0
Teacher's asst	78.9	–	78.9	–	–	–
Broadcast tech	37.2	36.8	55.6	77.6	77.9	76.1
Performing artists	–	–	–	45.6	42.9	49.1
Technical, other	39.9	40.0	39.8	38.4	39.1	–
Air pollution tech	–	–	–	–	–	–
Water/waste water tech . . .	94.5	94.9	91.2	–	–	–
Trades/industry	52.8	52.3	56.9	73.0	72.7	73.3
Air conditioning repair	45.6	45.2	60.7	69.8	69.7	100.0
Appliance repair	58.3	59.1	80.0	100.0	100.0	–
Body/fender repair	46.0	46.0	46.3	63.9	63.8	100.0
Auto mechanic	51.3	51.6	46.9	67.2	67.2	65.6
Auto specialist/repair	54.9	54.5	75.0	88.8	88.7	100.0
Auto services, other	54.5	54.2	57.7	61.6	61.7	45.5
Aircraft maintenance	40.0	39.9	75.7	75.6	75.5	100.0
Aircraft operations	–	–	–	–	–	–
Ground operations	–	–	–	–	–	–
Blueprint reading	72.1	73.8	65.4	100.0	100.0	100.0
Business machine maint	49.6	44.4	71.5	87.1	87.9	76.5
Commercial art	65.4	49.2	73.3	72.3	66.9	75.9

Table A-17.--Output (completers and leavers, combined), by sex and control of school and by individual program: 1978 (Continued)

Output as percent of enrollments

Individual program	Public			Private		
	Total	Men	Women	Total	Men	Women
Commercial fishing	96.7	96.7	–	–	–	–
Commercial photography ..	70.3	70.3	70.1	76.4	77.9	74.2
Carpentry (construction) ..	47.1	48.1	38.9	70.9	71.8	42.9
Electricity (construction) ..	71.5	70.6	86.8	75.8	77.7	29.4
Heavy equipment maint ...	55.7	54.9	77.9	90.1	90.5	72.7
Masonry..............	49.3	49.6	24.1	93.6	93.6	–
Painting/decorating	82.0	83.1	40.0	–	–	–
Plumbing/pipefitting	63.3	87.5	63.1	65.9	65.9	–
Drywall installation	99.1	99.1	–	–	–	–
Roofing..............	26.7	37.5	14.3	94.7	94.4	100.0
Construction, other	61.1	60.0	80.0	70.0	70.2	50.0
Custodial services	88.4	87.8	96.4	67.7	65.5	88.9
Diesel mechanic.........	48.6	48.8	18.8	71.8	71.6	96.8
Drafting..............	42.8	43.4	40.2	62.1	64.2	51.9
Electrical occupations	50.1	48.8	72.0	60.3	60.1	87.5
Radio/TV repair	38.9	39.5	11.5	68.4	68.8	53.6
Electronics, other	45.0	43.8	62.0	55.3	55.3	54.4
Fabric maintenance	51.9	55.2	20.0	–	–	–
Foreman/supervisor/mgt ...	98.0	98.0	97.8	–	–	–
Graphic arts	62.0	63.3	58.6	52.2	58.2	36.3
Industrial atomic energy ..	66.8	52.8	78.9	–	–	–
Instrument maint/repair ...	36.7	37.8	28.3	85.0	87.1	72.3
Maritime occupations.....	37.2	38.1	–	89.6	89.5	100.0
Machine shop occupations .	48.7	49.4	30.5	55.1	54.2	90.0
Machine tool operating ...	57.5	59.1	20.8	48.9	48.8	50.0
Welding and cutting......	50.8	51.3	33.8	77.1	77.0	77.9
Tool and die making	57.8	57.8	50.0	29.2	30.1	–
Metalworking, other	63.3	63.2	72.7	77.1	76.9	87.5
Metallurgy occupations ...	65.1	65.0	100.0	47.4	50.0	33.3
Barbering.............	42.9	44.4	39.0	78.9	80.8	76.9
Cosmetology	47.8	33.9	49.4	70.8	65.2	71.6
Personal services, other ...	89.5	89.5	–	90.5	87.2	91.0
Plastics occupations	84.2	88.9	–	50.0	50.0	–
Fireman training	98.3	98.8	50.0	–	–	–
Law enforcement training .	82.4	83.8	72.7	99.1	99.2	99.0
Public services, other	88.0	88.0	–	–	–	–
Quantity food occupations .	67.0	64.8	73.1	89.5	88.6	90.7
Refrigeration	–	–	–	62.0	62.0	–
Small engine repair	51.6	51.6	44.7	75.4	75.4	–
Stationary energy sources ..	84.0	84.0	100.0	37.1	37.1	–
Textile production	67.6	38.8	61.3	79.9	72.6	87.4

Table A-17.--Output (completers and leavers, combined), by sex and control of school and by individual program: 1978 (Continued)

Output as percent of enrollments

Individual program	Public			Private		
	Total	Men	Women	Total	Men	Women
Leatherworking	39.8	37.5	56.0	–	–	–
Upholstering	38.5	36.9	41.3	95.2	100.0	92.7
Woodworking	58.8	56.0	75.8	100.0	100.0	100.0
Truck driving	60.3	59.5	64.8	79.0	78.3	86.6
Dog grooming	–	–	–	87.9	88.5	83.7
Trades/industry, other	74.0	74.1	72.6	89.6	90.2	81.0

SOURCE: Sample of schools.

Table A-18.--Staff members, by sex and function of staff and by control of school: 1976 and 1978

Function of staff and control of school	1976									1978								
	Number (000s)			Percent distribution by sex			Percent distribution by function			Number (000s)			Percent distribution by sex			Percent distribution by function		
	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women
Total	120.8	60.0	60.8	100.0	49.7	50.3	100.0	100.0	100.0	93.0	43.4	49.6	100.0	46.7	53.3	100.0	100.0	100.0
Instructional	78.6	42.1	36.5	100.0	53.6	46.4	65.1	70.2	60.0	62.9	31.6	31.3	100.0	50.2	49.8	67.6	72.8	63.1
Administrative/managerial	20.7	11.6	9.1	100.0	56.1	43.9	17.1	19.3	15.0	15.4	8.0	7.4	100.0	51.9	48.1	16.6	18.4	14.9
Clerical/nonprofessional	21.5	6.3	15.2	100.0	29.8	70.2	17.8	10.5	25.0	14.7	3.8	10.9	100.0	25.9	74.1	15.8	8.8	22.0
Public	34.0	18.4	15.6	100.0	53.8	46.2	100.0	100.0	100.0	26.7	14.4	12.3	100.0	53.9	46.1	100.0	100.0	100.0
Instructional	24.2	14.3	9.9	100.0	59.0	41.0	71.2	77.7	63.5	20.1	11.7	8.4	100.0	58.2	41.8	75.3	81.3	68.3
Administrative/managerial	4.4	3.0	1.4	100.0	67.4	32.6	12.9	16.3	9.0	2.7	1.9	.8	100.0	70.4	29.6	10.1	13.2	6.5
Clerical/nonprofessional	5.4	1.1	4.3	100.0	20.4	79.6	15.9	6.0	27.5	3.9	.8	3.1	100.0	20.5	79.5	14.6	5.5	25.2
Private	86.8	41.6	45.2	100.0	48.2	51.8	100.0	100.0	100.0	66.3	29.0	37.3	100.0	43.7	56.3	100.0	100.0	100.0
Instructional	54.4	27.8	26.6	100.0	51.3	48.7	62.7	66.8	58.8	42.8	19.9	22.9	100.0	46.5	53.5	64.5	68.6	61.4
Administrative/managerial	16.3	8.6	7.7	100.0	53.2	46.8	18.8	20.7	17.0	12.7	6.1	6.6	100.0	48.0	52.0	19.2	21.0	17.7
Clerical/nonprofessional	16.1	5.2	10.9	100.0	32.8	67.2	18.5	12.5	24.1	10.8	3.0	7.8	100.0	27.8	72.2	16.3	10.4	20.9

SOURCE: Sample of schools.

Table A-19.--Total staff and percent women, by function and by type and control of school: 1978

Type and control of school	Total staff		Instructional		Administrative/ managerial		Clerical/ nonprofessional	
	Number (000s)	Percent Women	Number (000s)	Percent Women	Number (000s)	Percent Women	Number (000s)	Percent Women
Total	93.0	53.3	62.9	49.8	15.4	48.1	14.7	74.1
Vocational/technical	26.0	43.8	19.1	37.2	2.8	28.3	4.1	70.0
Technical institute	1.7	24.5	1.2	8.2	.4	23.5	.1	73.2
Business/office	15.2	57.7	8.6	52.9	3.5	61.6	2.1	89.2
Cosmetology/barber	10.4	78.9	8.0	80.0	1.4	56.0	.6	86.0
Flight	10.6	22.5	5.5	8.7	1.9	32.2	3.2	43.1
Trade	7.8	32.1	4.2	16.2	2.0	33.7	1.4	74.0
Arts/design	3.6	44.0	2.5	34.9	.6	53.0	.5	77.3
Hospital	13.0	81.5	8.6	79.5	1.8	77.2	1.6	96.8
Allied health	3.3	77.4	2.1	79.1	.7	63.4	.5	90.3
Other	1.6	75.2	1.1	73.0	.3	00.0	.2	75.1
Public	28.7	46.0	20.1	41.8	2.7	30.0	3.9	79.4
Vocational/technical	23.5	43.7	17.6	38.4	2.4	27.3	3.4	79.3
Technical institute	.3	21.4	.3	4.4	(1)	10.5	(1)	80.3
Business/office	–	–	–	–	–	–	–	–
Cosmetology/barber	–	–	–	–	–	–	–	–
Flight	–	–	–	–	–	–	–	–
Trade	.1	23.8	(1)	(1)	(1)	23.1	(1)	56.3
Arts/design	–	–	–	–	–	–	–	–
Hospital	1.8	55.1	1.4	51.4	.2	47.7	.2	87.2
Allied health	1.0	93.2	.7	95.5	.1	71.2	.2	98.6
Other	–	–	–	–	–	–	–	–
Private	65.3	56.2	42.8	53.5	12.7	51.8	10.8	72.2
Vocational/technical	2.5	36.2	1.5	40.8	.4	38.1	.7	78.7
Technical institute	1.4	22.7	.8	4.0	.4	25.7	.1	69.1
Business/office	15.2	57.8	8.6	53.1	3.5	62.0	2.1	89.7
Cosmetology/barber	10.4	78.9	8.0	80.0	1.4	56.0	.6	86.0
Flight	10.8	22.9	5.5	7.0	1.9	32.2	3.2	43.1
Trade	7.5	31.5	4.2	16.2	2.0	34.5	1.4	73.4
Arts/design	3.6	44.2	2.5	34.9	.6	53.6	.5	77.9
Hospital	11.2	85.7	8.2	84.3	1.6	79.6	1.4	98.1
Allied health	2.3	70.6	1.4	88.1	.6	63.8	.3	04.6
Other	1.8	75.4	1.1	74.3	.3	81.0	.2	74.9

[1] Less than 50 persons or .05 percent.

NOTE.--Details may not add to totals because of rounding.

SOURCE: Sample of schools.

Table A-20.--Enrollments, average charges, length of time to complete, and completion rate in correspondence schools with occupational programs, by program: 1978

Individual program	Enrollments	Average charges per student	Average number of required responses	Average number of months to complete	Average Number of hours to complete		Completion rate (percent)
					Home study	Required residence	
Totals	265,623	$949	48	13	618	—	33.9
Agribusiness	4,434	$523	24	10	383	—	14.6
Agri production.	2,084	589	10	12	400	—	—
Ornamental horticulture	911	270	43	6	350	—	14.6
Forestry	1,439	589	20	12	400	—	—
Marketing/distribution	93,150	$486	31	7	388	75	53.7
Advertising	34	1,495	7	12	624	—	29.4
Finance/credit.	351	98	23	6	52	—	75.6
Floristry.	3,861	228	23	9	325	—	40.0
Hotel/lodging	82,902	506	40	7	282	80	61.2
Insurance	831	580	24	6	795	—	80.7
Recreation/tourism	580	837	25	12	425	—	—
Transportation services	—	(1)	57	(1)	848	—	—
Retail trade, other	4,591	296	18	6	418	69	49.4
Health	3,775	$461	39	9	(1)	—	75.7
Dental assistant	100	576	30	24	(1)	—	50.0
Nurse (associate)	1,000	360	31	9	(1)	—	50.0
Nurse (assistant)	75	175	19	3	(1)	—	50.7
EKG technician.	300	50	100	3	(1)	—	75.0
Medical assistant (office).	75	370	41	6	(1)	—	50.7
Medical records technician	2,200	575	25	17	(1)	—	90.0
Physician's assistant	25	75	17	2	(1)	—	100.0

Table A-20.--Enrollments, average charges, length of time to complete, and completion rate in correspondence schools with occupational programs, by program: 1978 (Continued)

Individual program	Enrollments	Average charges per student	Average number of required responses	Average number of months to complete	Average number of hours to complete		Completion rate (percent)
					Home study	Required residence	
Home economics	2,687	$240	71	6	338	–	47.9
Clothing management	837	240	42	6	375	–	29.4
Home economics, other	1,850	240	100	6	300	–	56.3
Business/office	12,392	$1,265	42	12	522	–	18.4
Accounting	7,542	1,234	49	15	727	–	6.1
Computer programmer	110	578	29	11	(1)	–	50.0
Secretary and related	310	330	32	8	98	–	65.5
Supervisory adm/mgt	4,169	986	47	16	713	–	21.8
Typing and related	250	270	53	5	200	–	36.0
Business/office, other	11	222	22	8	(1)	–	–
Technical	35,228	$1,671	83	21	1,481	70	23.1
Architectural technician	–	1,322	87	24	2,270	–	–
Chemical technician	324	3,475	120	18	1,800	70	–
Civil technician	1,689	2,986	37	8	1,912	70	.3
Electrical technician	1,303	2,691	240	33	5,165	70	32.2
Electronics technician	16,019	1,410	140	35	1,694	70	14.0
Mechanical technician	1,184	3,448	154	18	2,310	70	.3
Scientific data processing	875	1,045	76	36	(1)	–	22.5
Fire/safety technician	1,500	375	13	3	60	–	95.0
Broadcast technician	8,197	990	52	17	663	–	9.9
Performing arts	–	300	36	24	240	–	–
Technical, other	4,137	436	43	14	514	–	50.2
Trades/industry	113,957	$811	41	12	442	238	33.0
Air conditioning repair	2,994	326	20	7	390	–	37.8
Appliance repair	3,263	601	34	20	450	–	41.7

Table A-20.--Enrollments, average charges, length of time to complete, and completion rate in correspondence schools with occupational programs, by program: 1978 (Continued)

Individual program	Enrollments	Average charges per student	Average number of required responses	Average number of months to complete	Average number of hours to complete		Completion rate (percent)
					Home study	Required residence	
Auto repair	–	$595	11	(1)	472	–	–
Auto mechanic	12,547	837	63	24	189	–	70.4
Auto specialist/repair	–	595	12	(1)	180	–	–
Commercial art	8,653	344	28	11	207	–	11.5
Commercial photography	12,000	296	28	12	320	–	31.1
Carpentry (construction)	1,050	324	47	13	625	–	15.0
Electricity (construction)	413	483	39	13	(1)	–	2.0
Heavy equipment maintenance	1,000	1,392	60	5	225	–	50.0
Plumbing/pipefitting	–	700	36	(1)	540	–	–
Custodial services	–	1,550	83	(1)	1,245	–	–
Diesel mechanic	1,920	1,336	67	16	442	–	50.0
Drafting	1,936	929	30	6	287	–	15.5
Electrical occupations	3,643	1,004	124	(1)	1,399	–	–
Radio/TV repair	8,862	1,195	55	19	357	–	22.7
Electronic, other	1,089	1,064	73	19	625	–	–
Instrument repair	6,224	575	29	15	264	–	47.3
Maritime occupations	151	533	39	9	(1)	–	31.1
Machine shop occupations	3,172	1,072	63	23	855	–	20.3
Metalworking, other	17,850	291	35	8	125	85	18.4
Law enforcement training	3,311	526	24	8	97	(1)	67.6
Small engine repair	4,302	782	34	15	360	100	22.0
Stationary energy sources	–	2,250	130	(1)	1,950	–	–
Upholstering	13,219	290	23	2	113	(1)	35.8
Truck driving	4,864	1,312	45	6	291	178	51.7
Dog grooming	35	550	21	21	1,008	–	71.4
Trades/industry, other	1,459	1,044	52	6	917	–	40.4

[1] Insufficient data to calculate average.

SOURCE: Universe of correspondence schools.

Appendix B
Technical Notes

Definitions

Schools. The universe for this survey includes all public and private noncollegiate postsecondary schools which offered one or more occupational programs in preparation for a specific career. Excluded are museums, libraries, tutorial services, schools and community agencies which offer training in avocational or hobby courses, institutions of higher education, and self-employed instructors. Also excluded are on-the-job training in an industrial setting, formal labor/management apprenticeship programs, and other types of schools or training not open to the general public.

Type of school. Definitions for the various types of schools at the postsecondary level of instruction were originally adapted from *Standard Terminology for Curriculum and Instruction in Local and State School Systems* (OE 23052). Schools were classified according to the types of occupational programs they offered. However, because of ambiguity in some of the definitions, changes were made to these definitions to reflect actual conditions in the public and private school sector. Two new types were added to eliminate miscellaneous groupings in the vocational/technical school category. The new types are arts/design schools and allied health schools. These changes were developed and approved by the Federal Interagency Committee on Education (FICE) Subcommittee on Classification of Noncollegiate Postsecondary Schools. In the course of making these changes, correspondence (home study) schools were dropped as a separate classification on the premise that learning a skill through home study was a method of delivery rather than a type of school.

The following list provides the program offerings assigned to each type of school.

Vocational/technical school. A school offering a wide variety of occupational programs or clusters of programs. Schools in this category may be considered multiprogram schools and are usually public.

Technical institute. An institution (usually 2-year) offering instruction in one or more of the technologies at a level above the skilled trades and below the professional level.

Business/commercial school. A school offering programs in business occupations such as accounting, data processing, word processing, and secretarial. Special-purpose schools that offer the following programs are included: Court reporting, finance, insurance, real estate, and sales.

Cosmetology/barber school. A school offering programs in hairstyling for men and women and in the care and beautification of hair, complexion, and hands.

Flight school. A school offering programs for training as aircraft mechanic, commercial pilot, or in other technical fields related to aviation.

Trade school. A school offering training in one trade or craft or a single cluster of trades or crafts, such as auto mechanics, baking, bartending, carpentry, carpetlaying, commercial diving, cooking, dog grooming, drafting, fire protection, horseshoeing, locksmithing, meat processing, police training, truck driving, and welding.

Arts/design school. A school offering training in the performing arts, such as acting, dance, music, and singing; creative design, such as commercial art, fashion design, floristry, interior design, and photography; and radio/television broadcasting.

Hospital school. A hospital offering programs in paraprofessional health or medical fields, such as nursing or radiologic technology.

Allied health school. A school (other than hospital school) offering programs in paraprofessional health or medical fields, such as dental assisting, medical assisting, practical nursing, and mortuary science.

Schools or institutions not classified in any of the above groups include schools of modeling, drawing, maritime occupations, and horsemanship.

Control. Schools are further classified by the type of control, as follows:

Public. Controlled by Federal, State, or local governments.

Private. Operated either as a proprietary (profit-making) school or as an independent, nonprofit-making school.

Enrollment. Enrollment data refer to the total ever enrolled in occupational programs during the period of the survey. The distinction between full-time and part-time enrollment was determined by reporting schools.

Program. An occupational program is a planned sequence of courses leading to a specific occupational objective. Program titles are taken from the *Standard Terminology for Curriculum and Instruction in Local and State School Systems*, Handbook VI (OE 23052).

Methodology

This report presents data gathered during the process of updating the biennial *Directory of Postsecondary Schools With Occupational Programs.* Survey instruments were mailed to all noncollegiate postsecondary schools. More detailed information on enrollments and programs, such as sex of student, tuition and other charges, and staff employed, were based on a stratified random sample of schools.

The reference period of the survey is the 1977-78 school year or the 1978 calendar year, depending on the recordkeeping system maintained by the schools. Private schools generally use the calendar-year system.

Universe. The universe of schools was developed from the 1976 Directory listing, supplemented with information from State directors of education on schools closings and openings since that time. Lists from other sources, such as accrediting commissions, were also examined for new schools and for those not included in the 1976 Directory. As a result of these efforts, 1,200 new names were added to the 1976 total of 7,939 making a grand total of 9,139 noncollegiate schools to be surveyed for the 1978 update. After the survey, 1,432 schools were eventually deleted for various reasons, making a final total of 7,707 in the 1978 universe.

Sample design and selection procedures. The information for this report was obtained from a random stratified sample of schools known to be in existence in 1976. In addition, an abbreviated questionnaire was sent to all nonsampled schools, including new schools identified during the process. The sample design provided for the selection with certainty of schools which (a) offered programs that were available at less than four schools nationwide (unique programs) and (b) had very large enrollments relative to other schools of the same type.

The remaining schools were listed in order of enrollments and stratified by type of school, control, and region. From this listing, schools were randomly selected to yield, along with the certainty schools, about a 25-percent sample.

The following tabulation provides an accounting of the universe and summarizes the disposition of the sample:

1976 universe on which sample is based	7,939
Sampled schools, total	2,390
Unique programs	31
Enrollment size	650
Random selection	1,629
Correspondence schools	88
Nonsampled schools, total	6,741
Rest of schools from 1970 universe	5,541
New schools	1,200
Total number of schools surveyed	9,139
Deletions	1,432
1978 universe of schools	7,707

Survey instruments. Questionnaire forms were sent to all 9,139 schools. Schools selected for the sample were sent a questionnaire that requested detailed information on programs, students, and staff. Appendix C-1 is a reproduction of the form sent to noncorrespondence schools in the sample; appendix C-2 is a reproduction of the form sent to all correspondence schools. All other schools, including new schools, received a one-page form designed primarily for updating the Directory. Appendix C-3 is a reproduction of this form.

Response rates. One of the products of this survey is the development of the Directory which requires a complete listing of schools in order to be of value to its users. Every effort was made to achieve a high response rate that would closely represent the universe. The survey was conducted over a period of 4 months. The following tabulation summarizes the sequence of contacts with the schools and provides the response rates at each stage:

Stage of survey	Week of survey	Response rates[1] (in percent)	
		Sampled schools	Nonsampled schools
First mailing	1	26.0	42.9
Postcard reminder	3	38.0	57.0
Second mailing	6	69.0	70.0
Mailgram	6	96.0	93.0
Telephone	12	99.4	69.3

[1] Responses also include schools accounted for; that is, schools known to be closed, out of scope (not postsecondary or do not offer vocational program), or duplicates.

Data presented in this report. Most of the tables in this report are based on data derived from the 2,398 sampled schools weighted to represent the 1976 universe (or 6,770 schools) and exclude data on new schools. Tables that are based on reports from these sampled schools are so footnoted.

The rest of the tables are based on information derived from all schools; that is, the 1978 universe of schools, including those in the sample, the nonsampled schools, and the 1,200 new schools (less deletions). Identifying information provided by these schools was taken from the various questionnaire forms and were included on a separate computer tape for purposes of updating the *Directory of Postsecondary Schools With Occupational Programs.* Since this tape represents a complete count of schools and enrollments, these figures are provided, whenever possible, so that some tables in this report will be identical to data on the Directory computer tape. Equally important, 1978 universe data are presented when comparisons are made with data from 1974 and 1976 universes. Tables that are based on the Directory computer tape are so footnoted.

A comparison of the weighted sample and the total count from the Directory computer tape is as follows:

Control	Weighted sample		Directory computer tape	
	Schools	Enrollment (000s)	Schools	Enrollment (000s)
Total	6,770	1,543.0	7,707	1,760.8
Public	671	408.1	812	451.8
Private	8,099	1,138.9	6,895	1,309.0
Noncorrespondence	6,018	871.3	6,813	1,043.4
Correspondence	81	265.6	82	265.6

Weighting, Estimates, and Sampling Errors

The weights for schools selected with certainty was 1. The schools that were picked at random were given weights inversely proportional to their probability of selection. These weights were then adjusted for survey nonresponse. Estimates of population totals were the sum of the products of the survey responses and the respondent weights. In some cases there was also an adjustment for item nonresponse.

Tables B-1 and B-2 give the coefficient of variation for selected items. The coefficient, when multiplied by the estimate being considered, will give an approximate standard error (square root of the variance). The standard error gives an idea of the interval in which the average sample estimate will fall with a large number of samples taken. There is a two-thirds probability that the average of many samples will fall within plus or minus one standard error of the given estimate.

As an illustration, in table B-2 the coefficient of variation for enrollment in vocational/technical schools is .0416. The estimate is 478,400; hence, we can be confident that 68 percent of the estimates from repeated sampling will be between 458,499 and 498,301. To increase our certainty to 95 percent, we must expand the interval: 438,598 to 518,202.

Table B-1.--Coefficient of variation[1], by programs

Item	Programs						
	Agri-business	Marketing/ distribution	Health occupations	Home economics	Business/ office	Technical	Trades/ industry
Enrollment	—	.1696	.0264	—	.0505	—	.0352
Female enrollment	—	.0669	.0121	—	.0332	—	—
Part-time enrollment	.2232	—	.1030	—	—	.0704	—
Enrollment per program	.1048	.1782	—	.1459	—	.0944	—
Completions	.1287	.3087	.0440	.1682	.0702	.2466	.0509
Average tuition	—	.0942	—	.2658	.0219	—	.0358

[1] The coefficient of variation multiplied by the estimate being examined gives the approximate standard error for that estimate.

Table B-2.–Coefficients of variation[1], by control and type of school

Item	Total schools	Control		Type of school								
		Public	Private	Vocational-technical	Technical institute	Business/office	Cosme-tology/barber	Flight	Trade	Arts/design	Hospital	Allied health
Programs	.0191	.0316	—	.0329	.0329	—	—	—	—	.1021	—	.0780
Enrollment	.0297	.0440	.0435	.0416	.0416	—	.0415	.0780	—	—	.0235	—
Female enrollment	.0197	.0331	—	—	—	—	—	—	—	.0554	—	.0339
Part-time enrollment	.0513	.0754	.0664	.0733	.0733	—	—	—	—	—	.4030	—
Enrollment per program . . .	.0336	.0413	.0514	—	—	—	—	—	—	—	—	—
Completions . . .	.0693	—	—	—	—	—	—	—	—	—	—	—
Completions per enrollment .	.0430	—	—	.0686	.0686	—	.0641	.2281	—	—	.0460	—
Average tuition	.0277	.0555	.0261	.0636	.0636	.0410	—	.0569	—	—	.0697	—

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[1] The coefficient of variation multiplied by the estimate being examined gives the approximate standard error for that estimate.

Appendix C
Reproduction of Survey Questionnaires

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
EDUCATION DIVISION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20202

FORM APPROVED
O.M.B. NO. 51S77030

SURVEY OF PROGRAMS AND ENROLLMENTS
POSTSECONDARY SCHOOLS
CAREER SCHOOLS

DUE DATE

Verify the name and address of your school listed to the left. Mark any corrections right on this form.

Data obtained through this survey will be used as follows:

1. School name and address, type of agency which operates this school, programs offered, and total enrollment will be used to develop a directory of postsecondary schools.
2. All other information will be used in national summary tables only. No data, other than for directory listing, will be identified with the name of your school.

1. DOES YOUR SCHOOL OFFER ANY PROGRAMS WHICH LEAD TO A SPECIFIC OCCUPATIONAL OBJECTIVE? *(A PROGRAM IS A PLANNED SEQUENCE OF COURSES leading to a specific occupational skill such as secretarial science, ornamental horticulture, or body and fender repair. Programs which do NOT lead to careers should be excluded, such as food preparation for housewives, private pilot training, or charm courses)*

(1) ☐ YES Continue with questionnaire *(2)* ☐ NO Stop here and return questionnaire in the enclosed envelope

2. DOES YOUR SCHOOL OFFER ANY CORRESPONDENCE COURSES?

(1) ☐ YES IF "YES," exclude CORRESPONDENCE COURSES IN ANSWERING THE REMAINDER OF THE QUESTIONNAIRE

(2) ☐ IF YOUR SCHOOL OFFERS ONLY CORRESPONDENCE COURSES, CHECK HERE, AND RETURN QUESTIONNAIRE IN THE ENCLOSED ENVELOPE

(3) ☐ NO Continue with questionnaire

3. WHICH OF THE FOLLOWING BEST DESCRIBES THE TYPE OF AGENCY WHICH OPERATES THIS SCHOOL? *(Check one)*

(1) ☐ PUBLIC *(2)* ☐ PRIVATE PROPRIETARY *(3)* ☐ INDEPENDENT NONPROFIT

4. WRITE IN THE NUMBER OF THE U.S. CONGRESSIONAL DISTRICT IN WHICH THIS SCHOOL IS LOCATED

CONGRESSIONAL DISTRICT NO.

5. IS THIS SCHOOL RELATED TO OR AFFILIATED WITH ANOTHER ORGANIZATION? *(Check one)*

(1) ☐ WE ARE NOT AFFILIATED WITH ANY OTHER ORGANIZATION.

(2) ☐ THIS SCHOOL IS A BRANCH OF ANOTHER ORGANIZATION *(Provide name and address of parent institution)* →

(3) ☐ THIS SCHOOL IS ONE OF A CHAIN OF SCHOOLS. *(Provide name and address of parent institution)* →

(4) ☐ THIS SCHOOL IS THE PARENT *(or home office)* OF A CHAIN OF SCHOOLS

(5) ☐ IF THIS IS A HOSPITAL SCHOOL, DO STUDENTS REGISTER THROUGH A COLLEGE OR UNIVERSITY? IF SO, PROVIDE NAME AND ADDRESS OF INSTITUTION →

(6) ☐ OTHER ____________

NAME		
ADDRESS		
CITY	STATE	ZIP CODE

6. PROGRAMS AND ENROLLMENTS *(If more space is needed, use another sheet)*

PROGRAM	NCES USE ONLY	TOTAL	MALE	FEMALE	FULL TIME	PART TIME
(1)						
(2)						
(3)						
(4)						
(5)						

NAME OF PERSON COMPLETING THIS FORM	TITLE	TELEPHONE NO. *(Include area code)*

THIS SURVEY IS AUTHORIZED BY LAW (20 U.S.C. 1221e-1). FAILURE TO RESPOND WILL IN NO WAY BE DETRIMENTAL TO YOU.

NCES FORM 2358-2, 11/77 RETURN TO:

POSTSECONDARY CAREER SCHOOL SURVEY

Instructions for completing questionnaire

Please verify your name and address and mark any changes right on the form. Complete the rest of the questionnaire form and return it in the enclosed envelope. If your school is closed or no longer offering occupational programs, as defined below, indicate this fact on the top of the form and return it in the enclosed envelope.

Affiliation with another organization--If this school is related to or affiliated with another organization, check the appropriate box on the questionnaire form as indicated below:

1. Not affiliated--This school has no affiliation with another organization. Public schools should also check this box.

2. Branch--This school is a branch of an organization whose main business is not related to career training, such as a manufacturing firm or a publishing house. Provide the name and address of the parent organization.

3. Chain--This school is one of a chain of schools whose parent organization is primarily in the field of training for a career. Franchized schools should also be included in this group. Provide the name and address of the parent organization or home office.

4. Home office--This school is the parent or home office of a chain of schools.

5. Hospital school--Check this box only if this is a hospital school whose students register through a college or university. Provide the name and address of the college or university. If students do not register through a college or university, check box 1.

6. Other--Check this box if the affiliation of the school is not in one of the above categories, and explain in the space provided.

Type of control--Check the type of agency which operates your school. For purposes of this survey, PUBLIC schools are those under Federal, State, or local control. Private schools are categorized as PRIVATE PROPRIETARY or INDEPENDENT NONPROFIT.

Program offerings--List all occupational programs which your school offered during the period for which you are reporting.

> AN OCCUPATIONAL PROGRAM IS A PLANNED SEQUENCE OF COURSES LEADING TO A SPECIFIC OCCUPATIONAL SKILL, SUCH AS RADIOLOGY, COSMETOLOGY, COMPUTER OPERATING, OR WELDING.
>
> PROGRAMS WHICH DO NOT LEAD TO CAREER SHOULD BE EXCLUDED, SUCH AS FOOD PREPARATION FOR HOMEMAKERS, PRIVATE PILOT TRAINING FOR PERSONAL USE ONLY, OR CHARM COURSES FOR SELF-IMPROVEMENT.

Enrollment--Include only those students who were enrolled in programs which lead to a specific occupational objective during the period for which you are reporting. Space is also provided for reporting male/female enrollment and full-time/part-time enrollment. Full-time enrollment refers to a full work load as determined by the school or State. Part-time enrollment refers to less than a full work load as determined by the school or State.

THANK YOU FOR YOUR COOPERATION

NCES FORM 2358-2 (Instructions)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
EDUCATION DIVISION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20202

SURVEY OF PROGRAMS AND ENROLLMENTS
POSTSECONDARY SCHOOLS

FORM APPROVED
O.M.B. NO. 51-S77030

DUE DATE

Verify the name and address of your school listed to the left. Mark any corrections right on this form.

Data obtained through this survey will be used as follows:

1. School name and address, type of agency which operates this school, programs offered, and total enrollment will be used to develop a directory of postsecondary schools.
2. All other information will be used in national summary tables only. No data, other than for directory listing, will be identified with the name of your school.

1. DOES YOUR SCHOOL OFFER ANY PROGRAMS WHICH LEAD TO A SPECIFIC OCCUPATIONAL OBJECTIVE? *(A PROGRAM IS A PLANNED SEQUENCE OF COURSES leading to a specific occupational skill such as secretarial science, ornamental horticulture, or body and fender repair. Programs which do NOT lead to careers should be excluded, such as food preparation for housewives, private pilot training, or charm courses)*

(1) ☐ YES Continue with questionnaire

(2) ☐ NO Stop here and return questionnaire in the enclosed envelope

2. DOES YOUR SCHOOL OFFER ANY CORRESPONDENCE COURSES?

(1) ☐ YES IF "YES," exclude CORRESPONDENCE COURSES IN ANSWERING THE REMAINDER OF THE QUESTIONNAIRE

(2) ☐ IF YOUR SCHOOL OFFERS ONLY CORRESPONDENCE COURSES, CHECK HERE, AND RETURN QUESTIONNAIRE IN THE ENCLOSED ENVELOPE

(3) ☐ NO Continue with questionnaire

3. WHICH OF THE FOLLOWING BEST DESCRIBES THE TYPE OF AGENCY WHICH OPERATES THIS SCHOOL? *(Check one)*

(1) ☐ PUBLIC *(2)* ☐ PRIVATE PROPRIETARY *(3)* ☐ INDEPENDENT NONPROFIT

4. WRITE IN THE NUMBER OF THE U.S. CONGRESSIONAL DISTRICT IN WHICH THIS SCHOOL IS LOCATED

CONGRESSIONAL DISTRICT NO.

5. IS THIS SCHOOL RELATED TO OR AFFILIATED WITH ANOTHER ORGANIZATION? *(Check one)*

(1) ☐ WE ARE NOT AFFILIATED WITH ANY OTHER ORGANIZATION.

(2) ☐ THIS SCHOOL IS A BRANCH OF ANOTHER ORGANIZATION *(Provide name and address of parent institution)* →

(3) ☐ THIS SCHOOL IS ONE OF A CHAIN OF SCHOOLS. *(Provide name and address of parent institution)* →

(4) ☐ THIS SCHOOL IS THE PARENT *(or home office)* OF A CHAIN OF SCHOOLS

(5) ☐ IF THIS IS A HOSPITAL SCHOOL, DO STUDENTS REGISTER THROUGH A COLLEGE OR UNIVERSITY? IF SO, PROVIDE NAME AND ADDRESS OF INSTITUTION →

(6) ☐ OTHER ____________________

NAME

ADDRESS

CITY	STATE	ZIP CODE

6. HAS THERE BEEN ANY CHANGE IN OWNERSHIP OR BRANCHES OF YOUR SCHOOL SINCE JULY 1, 1975?

(1) ☐ YES *(Explain change below)* *(2)* ☐ NO

THIS SURVEY IS AUTHORIZED BY LAW (20 U.S.C. 1221e-1). FAILURE TO RESPOND WILL IN NO WAY BE DETRIMENTAL TO YOU.

NCES FORM 2358, 11/77 REPLACES OE FORM 2358, 8/75, WHICH IS OBSOLETE

(Over)

7. INDICATE THE SEX AND AGE OF STUDENTS WHO WERE ENROLLED IN ALL YOUR PROGRAMS FOR THE PERIOD JULY 1, 1976 TO JUNE 30, 1977.
☐ *If data are not on your records, make an estimate and check box*

	TOTAL (1)	MALE (2)	FEMALE (3)
Under 20 years of age (a)			
20–24 (b)			
25-29			
30-49 (d)			
50 and Over (e)			
Can't Answer/ Don't Know (f)			
TOTAL STUDENTS *(Totals should be the same as the totals for column 8 in question 10)* (g)			

8. INDICATE THE SEX AND RACIAL/ETHNIC GROUP OF THE SAME STUDENTS REPORTED IN QUESTION 7.
☐ *If data are not on your records, make an estimate and check box*

	TOTAL (1)	MALE (2)	FEMALE (3)
American Indian or Alaskan Native: A person having origins in any of the original peoples of North America, and who maintain cultural identification through tribal affiliation or community recognition (a)			
Asian or Pacific Islander: A person having origins in any of the original people of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. (b)			
Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish origin, regardless of race. (c)			
. . A person having ... of Africa. (d)			
White, not of Hispu... gins in any of the original pe... Africa, or the Middle East.			
Can't Answer/Don't Know (f)			
TOTAL STUDENTS *(Totals should be the same as the totals for column 8 in question 10)* (g)			

Questions 7 and 8 were deleted from analysis since response rates were too low.

9. HOW MANY OF EACH OF THE FOLLOWING TYPES OF STAFF WERE EMPLOYED BY YOUR SCHOOL DURING THE YEAR JULY 1, 1976 TO JUNE 30, 1977. FOR THOSE WITH TWO FUNCTIONS, COUNT ONLY ONCE AND LIST BY MAIN FUNCTION

TYPE OF STAFF/FUNCTION	FULL-TIME			PART-TIME		
	TOTAL (1)	MALE (2)	FEMALE (3)	TOTAL (4)	MALE (5)	FEMALE (6)
Instructional Staff (a)						
Other Professional *(administrative, managerial, sales, placement, library)* (b)						
Nonprofessional *(office and clerical, machine maintenance. EXCLUDE custodial)* (c)						
TOTAL STAFF (d)						

INSTRUCTIONS FOR COMPLETING QUESTION 10 ON NEXT PAGE

Insert figures in spaces provided. If answer is none, insert "0". If data are not available, insert "NA".

Column 1. List the programs which you currently offer. Use a line for each program; add a sheet, if necessary. If you offer several programs in the same field but of different lengths, list each program on a separate line.

Column 2. Indicate the total length of each program in clock hours.

Column 3. **For full-time students only**, indicate the total length of program in months.

Column 4. **For full-time students only**, indicate the number of clock hours per week of required attendance. Include classes, laboratory, practical experience.

Column 5. Report the tuition and required fees for a full-time student to complete this program.

Column 6. Indicate the costs of books , supplies, equipment, kits and other charges for a full-time student to complete this program. Exclude housing, meals, clothing, and other personal items.

Column 7. Total charges to complete the program *(Sum of columns 5 and 6)*.

Columns 8-22. Enrollment data should refer to period July 1, 1976 through June 30, 1977. If another 12-month period is used, indicate in space provided at top of columns.

Columns 8-16 refer to the TOTAL NUMBER of students who were ever enrolled during the year. Include all full-time and part-time students in all programs even though they may have had different starting dates.

FULL TIME—full work load as determined by school or State.

PART TIME—less than full work load as determined by school or State.

Columns 17-19 refer to those students who have completed all requirements of the program during the year.

Columns 20-22 refer to those students who did NOT complete the program but left with sufficient training to take a job in the field for which trained.

NAME OF PERSON COMPLETING THIS FORM	TITLE	TELEPHONE	
		AREA CODE	NUMBER

10. PROGRAMS AND ENROLLMENTS *(If more space is needed, use another sheet)*

LINE NUMBER	FOR NCES USE	Program or Field of Training	Total Length of Program in Clock Hours	Full-time Students Only		Total Charges to Complete Program			For the Period July 1, 1976 - June 30, 1977 *(or latest 12-month period)*														
									Number of Students Ever Enrolled During Year									Number of Students Who					
									Total			Full Time			Part Time			Completed Program			Did Not Complete Program but Left with a Marketable Skill to Take Job in Field		
				Total Length of Program in Months	Clock Hours Per Week of Required Attendance	Tuition and Required Fees	Books, Supplies, Equipment, and Other Costs	Total Charges	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
		(1)	*(2)*	*(3)*	*(4)*	*(5)*	*(6)*	*(7)*	*(8)*	*(9)*	*(10)*	*(11)*	*(12)*	*(13)*	*(14)*	*(15)*	*(16)*	*(17)*	*(18)*	*(19)*	*(20)*	*(21)*	*(22)*
EXAMPLE:		*Secretary*	*960*	*8*	*30*	*$950*	*$50*	*$1000*	*85*	*2*	*83*	*81*	*2*	*79*	*4*	*3*	*1*	*42*	*1*	*41*	*2*	*0*	*2*
1.																							
2.																							
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13.																							
14.																							

RETURN TO

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
EDUCATION DIVISION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20202

SURVEY OF PROGRAMS AND ENROLLMENTS
POSTSECONDARY SCHOOLS
CORRESPONDENCE SCHOOLS ONLY

FORM APPROVED
O.M.B. NO. 51-S77030

DUE DATE

Verify the name and address of your school listed to the left. Mark any corrections right on this form.

Data obtained through this survey will be used as follows:

1. School name and address, type of agency which operates this school, programs offered, and TOTAL enrollment will be used to develop a directory of postsecondary schools.
2. All other information will be used in national summary tables only. No data, other than for directory listing, will be identified with the name of your school.

1. DOES YOUR SCHOOL OFFER ANY PROGRAMS WHICH LEAD TO A SPECIFIC OCCUPATIONAL OBJECTIVE? *(A PROGRAM IS A PLANNED SEQUENCE OF COURSES leading to a specific occupational skill such as secretarial science, ornamental horticulture, or body and fender repair. Programs which do not lead to careers should be excluded, such as food preparation for housewives or private pilot training.)*

(1) ☐ YES Continue with questionnaire.

(2) ☐ NO Stop here and return questionnaire in the enclosed envelope.

2. DOES YOUR SCHOOL OFFER ONLY CORRESPONDENCE COURSES?

(1) ☐ YES Continue with questionnaire.

(2) ☐ NO If "NO," exclude residential courses in answering the rest of the questionnaire.

3. WRITE IN THE NUMBER OF THE U.S. CONGRESSIONAL DISTRICT IN WHICH THIS SCHOOL IS LOCATED.

CONGRESSIONAL DISTRICT NO.

4. IS THIS SCHOOL A BRANCH OF ANOTHER ORGANIZATION OR A PART OF A GROUP OR CHAIN OF SCHOOLS?

(1) ☐ YES If "YES," provide name and address of parent organization below.

(2) ☐ NO

NAME OF PARENT ORGANIZATION

ADDRESS

CITY

STATE

ZIP CODE

5. HOW MANY OF EACH OF THE FOLLOWING TYPES OF STAFF WERE EMPLOYED BY YOUR SCHOOL DURING THE YEAR JULY 1, 1976 TO JUNE 30, 1977? FOR THOSE WITH TWO FUNCTIONS, COUNT ONLY ONCE. LIST BY MAIN FUNCTION.

FULL-TIME refers to a full work load as determined by the school
PART-TIME refers to less than a full work load as determined by the school

TYPE OF STAFF/FUNCTION	FULL-TIME			PART-TIME		
	TOTAL *(1)*	MALE *(2)*	FEMALE *(3)*	TOTAL *(4)*	MALE *(5)*	FEMALE *(6)*
INSTRUCTIONAL STAFF *(a)*						
OTHER PROFESSIONAL *(administrative, managerial, sales, placement, library)* *(b)*						
NONPROFESSIONAL *(office and clerical, machine maintenance, EXCLUDE custodial)* *(c)*						
TOTAL STAFF *(d)*						

NAME OF PERSON COMPLETING THIS FORM

TITLE

TELEPHONE

AREA CODE

NUMBER

THIS SURVEY IS AUTHORIZED BY LAW (20 U.S.C. 1221e-1). FAILURE TO RESPOND WILL IN NO WAY BE DETRIMENTAL TO YOU.

NCES FORM 2358-1, 11/77

REPLACES OE FORM 2358-1, 8/75,
WHICH IS OBSOLETE

(Over)

6. PROGRAMS AND ENROLLMENTS – *Insert figures in spaces provided. If answer is none, insert "0". If data are not available, insert "NA". List the occupational programs which you offered during the period July 1, 1976 through June 30, 1977. Use a line for each program; add a sheet if necessary. If you offer several programs in the same field, but of different lengths, list each program on a separate line.*

LINE NO.	FOR NCES USE ONLY	OCCUPATIONAL PROGRAM OR FIELD OF TRAINING (1)	TOTAL NUMBER OF REQUIRED RESPONSES (lessons, tests, etc.) (2)	AVERAGE NUMBER OF MONTHS TO COMPLETE PROGRAM (3)	AVERAGE NUMBER OF HOURS TO COMPLETE PROGRAM (4)	IF RESIDENTIAL REQUIREMENTS, NUMBER OF HOURS REQUIRED (5)	TOTAL REQUIRED TUITION AND FEES (6)	FOR PERIOD 7/1/76–6/30/77 (If another 12-month period is used, indicate below)	
								NUMBER OF STUDENTS EVER ENROLLED IN YEAR (7)	NUMBER OF STUDENTS COMPLETING PROGRAM (8)
	Example	*Truck Driving*	*50*	*15*	*1,350*	*40*	*$1,000*	*400*	*50*
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
							TOTAL		

RETURN TO: